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ABSTRACT

This collection of sixty postsecondary-level career guidance practices contains the following nine types of activities: novel practices such as games and role enactment, volunteering, field trips, special career emphases, intern/extern practices, work experience and exploration practices, exchanges, mobile practices, and educator inservices. A standard format (including a description of the activity, its objectives, a planning check list, a list of needed resources, procedures for gaining support of the practice, possible barriers to its implementation, activity management considerations, evaluation procedures, the name and address of the source of the activity, suggestions for effective implementation, and suggestions for additional activities) is followed for each practice. A search for fulfillment weekend, telephone and video tape practices, and lunch-time career workshops are among the novel activities included in the collection. Programs using retirees as tutors and helpers and adults as peer counselors and employment service volunteers are described. Plans for a women's career fair and a summer job fair/camp day are included among the collection's eight special career emphasis activities. A trading post exchange and three mobile activities are outlined. A total of fourteen educator inservice activities are presented. (Related documents contain similar career guidance materials for the elementary and secondary levels--see note.) (MN)

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ED197080

COMMUNITY-BASED
CAREER GUIDANCE PRACTICES

VOL III - Postsecondary Level

Project No. DVE 02F21

Collection and Dissemination of validated Career Guidance Activities Utilizing Community Resources
Part C, Voc. Ed. Act.

Dale H. Melton
Project Director
Manatee Junior College
P. O. Box 1849
Bradenton, FL 33506

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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June 1980

CE 027 607

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CATEGORIES OF PRACTICES

I. Novel Practices
II. Volunteering
III. Field Trips
IV. Special Career Emphases (Day, Week, Month)
V. Intern / Extern Practices
VI. Shadowing / Work Experience / Exploration
VII. Exchanges
VIII. Mobile Practices
IX. Educator Inservice

Title of Community-based Practice: Search for Fulfillment Weekend

Suggested level for use: Adult Women

Description of the practice:

Many types of workshops are held on career development topics, such as decision-making.

Sample Objective:

To provide women an opportunity for time out to focus on their own needs in the company of other like-minded women under the direction of experienced leaders

Planning Checklist:

Workshop leaders (1 for every 10 women) experienced in therapy and concerns of women who are willing not only to teach but also to be part of the weekend. Minimum of 20 women, maximum of 50.

Resources Needed:

Overnight accommodations; meal facilities; meeting rooms; athletic opportunities; natural setting for walking and solitude

Procedures for Gaining Support of the Practice:

Early publicity -- Newspaper and TV

Possible Barriers to Implementation:

Fears of women
Lack of money
Lack of babysitting

Management Considerations:

Someone available for phone calls and during the night

Evaluation Procedures Recommended:

Three evening follow-up sessions; one every three months following the weekend.

Other Pertinent Information or Comments (such as possible variations):

The weekend centers on personal skill development; sharing of life situations; introspective discussions.

Source of this practice:

Ms. Sandra Mead, Director
Counseling for Women
2551 West Lake Road
Erie, PA 16505

(814) 838-1966

Title of Community-based Practice: Telephone Practices - First

Suggested level for use: Post-secondary

Description of the practice:

Three twenty-four hour job lines -- K-12; higher education; business and industry.

Sample Objective:

To provide career and educational information for Kansans outside of the educational mainstream or who are isolated from other information resources.

Planning Checklist:

Resources Needed:

Inward WATS, trained staff, two-and four-year college information, vocational-technical program information, career information (free and purchased), financial aid information, state and professional resource information, ongoing development of career files.

Procedures for Gaining Support of the Practice:

This program was initially begun with a grant from the University of Mid-America in 1976. Funding has been since provided by the University of Kansas, the Division of Continuing Education, and the Adult Life Resource Center.

Possible Barriers to Implementation:

Funding difficulties, defining and reaching target populations, duplication of services of other agencies, lack of interest in career and educational advising.

Management Considerations:

Staff must have adequate amount of time to pursue other duties besides handling phone requests: administration of line (report writing and handling budgeting concerns), public information efforts and maintaining resource materials are time consuming. Additional clerical staff is a necessity.

Evaluation Procedures Recommended:

Mailing feedback questionnaires to sample of callers on an on-going basis (this format is currently being implemented into the program). To aid in evaluation all requests are logged on a standard form which is attached. Cases that require additional research and follow-up contact are also included on separate contact sheets.

Other Pertinent Information or Comments:

Source of this practice:

Mr. Gary Davis
University of Kansas
Adult Life Resource Center
Division of Continuing Education
1246 Mississippi Street, Annex A
Lawrence, KS 66045

864-4794 or
1-800-532-6772

Title of Community-based Practice: Job Talk Video - Tape Practice

Suggested levels for use: Postsecondary

Description of the Practice:

In this university-level practice, business and industry representatives hold seminars on campus to talk with interested students about their companies and the career fields each represents. Ten to fifteen minute videotapes are made of the job talk series for later showing through the resource library.

Sample Objectives:

- To increase a job hunter's information about a company, to supplement company literature or provide company information when there is no company literature
- To let students meet and talk with employers in an informal relaxed surrounding

Planning Checklist:

Set date, select employers, contact employers to let them know what they will be asked to do. Contact program or student activities and programming department to have them co-sponsor program, if possible, generate publicity and announcements. Schedule it in a known campus building. Request video tape and audio tape equipment.

Resources Needed:

Signs, vehicles for publicity, video tape equipment, and operator

Procedures for Gaining Support of the Practice:

- Combine job talk with on-campus recruiting visits.
- Contact student activities and programming office.
- Offer a variety of different employers, not all seeking same degree.
- Contact student organizations and academic department.

Possible Barriers to Implementation:

- Reaching the students, conflicts with classes or other evening activities
- Selecting the right time for students and employers.

Management Considerations:

Reserving a room in advance, contacting employers, and sending thank you notices after each talk

Evaluation Procedures Recommended:

Prepare a topic area and ask students what they want to hear or talk about.

Source of this Practice:

Maurice Mayberry, Director
University of Florida
Career Resource Center
J. Wayne Reitz Union, Gainesville, FL 32611

(904) 392-1601

Title of Community-based Practice: Career Workshop

Suggested level for use: Secondary and College Freshman Extension students

Description of the practice:

The purpose of this practice is to bring high school students to campus to meet with college departments. The major focus is upon providing career-related information.

Sample Objectives:

To acquaint the student with the department and degree program

To investigate any post-secondary institution in the Rocky Mountain area by means of the Educational Information Center

Planning Checklist:

Make appointments with campus personnel, i.e., Department Heads, Deans, Assistant Deans, Student Services, Admissions Counselors, Career Counselors, Testing Counselors.

Schedule appointments, use of transportation vehicles, meals, etc.

Resources Needed:

Van for transportation

Catalogues, admission applications, housing applications, financial aid applications

Procedures for Gaining Support of the Practice:

Generally, cooperation with department personnel has been excellent when the objectives of the program have been communicated to them. The students are quite eager to meet with department personnel. The program is a service to the students so they are motivated to meet with the department personnel.

Possible Barriers to Implementation:

Travel distance, time, transportation costs
Up to date materials for EIC

Management Considerations:

Follow-up on all appointments,
Proper funding for materials

Evaluation Procedures Recommended:

Student in-put

Other Pertinent Information or Comments (such as possible variations):

We have also offered a career education class to selected high-school seniors. In this class part of the instruction has been to take an occupational interest survey test, to investigate post-secondary institutions using EIC material. This method is followed up by a trip to the main campus to meet with department heads.

Source of this practice:

Mr. Rex L. Tueller, Assistant Director
Utah State University
Logan, UT 84322

Title of Community-based Practice: Public Library offers Lunch-time Opportunities

Suggested Level: Adults -- 16 years of age and older

Description of the practice:

A public library offers lunch-time sessions for exploration of paraprofessional opportunities. The series is jointly sponsored by the regional learning service, the community council on careers and the County Public Library. It provides exploration with local resource people in four areas: Para-legal and law enforcement, industrial technology, human service, and information service.

Sample Objectives:

To examine and to explore paraprofessional areas from different perspectives:

1) Providers of training programs;
2) Employers of paraprofessionals; and
3) Paraprofessionals employed in diverse fields.

Planning Checklist:

Identify local career options
Recruit educators, employers, and employees
Enlist cooperation of other community agencies
Locate accessible site for workshops
Coordinate arrangments

Resources Needed:

Career information literature
Names/addresses of appropriate local contacts
Also helpful -- descriptive pamphlet defining purpose of workshops and enlising resources and background of persons speaking

Procedures for Gaining Support of the Practice:

Willingness to promote collaboration with local groups, organizations, agencies

Possible Barriers to Implementation:

Financial support

Management Considerations:

Designation of staff and funds to coordinate well-run program

Evaluation Procedures Recommended:

Questionnaire to be filled out at conclusion of each session

Other Pertinent Information or Comments (such as possible variations):

The Regional Learning Service, Inc. believes strongly that programs such as the lunch-time series at the Onondaga County Main Library succeed because they rely on collaborative efforts with diverse community groups. Such programs truly represent concern with the need of adults to become more aware of their educational and career options.

Source of this practice:

Vivian Donahue, Administrative Assistant
Regional Learning Service
405 Oak Street
Syracuse, NY

(315) 425-5252 or
425-5262

Title of Community-based Practice: One-Day, Public Library-Based Workshop series, "Educational Directions"

Suggested levels for use:

Adults, 16 years of age and over, with particular emphasis on those adults over 25

Description of the practice:

A free workshop on learning and career options is provided at the public library. Twelve, thirty-minute sessions are offered from which participants may choose eight (four in the morning and four in the evening). The workshops are repeated each thirty minutes to make them available to all participants. Topics range from employer-sponsored training programs to credit and noncredit programs to meet individuals needs and interests.

Sample Objective:

To inform adults of the variety of educational options -- credit and noncredit -- available to them

Planning Checklist:

Meet with representatives of selected community agencies to explore common interests and promote joint sponsorship.

Arrange central location for event, date, and time.

Assign specific tasks: location of speakers, coordination of publicity, etc.

Coordinate logistics for specific event.

Resources Needed:

Information on all continuing education possibilities in area

Availability of funds for staff time, publicity, etc. to organize and promote event

Procedures for Gaining Support of the Practice:

Continuous exploration of ways community agencies can work cooperatively to inform adults of educational services available to them is a recommended practice,

Possible Barrier to Implementation: Lack of funding

Management Consideration:

Willingness to function as a team, rather than to promote services of one particular institution or agency is a desirable attitude/activity.

Evaluation Procedures Recommended;

Evaluation sheet for persons attending workshop is included.

Evaluation sheet for staff participating in design, operation of the event is also included,

Other Pertinent Information:

The Regional Learning Service staff feels strongly that the success of an event such as Educational Directions lies in the demonstrated willingness of community agencies to work together. It is in this way that adults can best be made aware of the services the community as a whole can offer to them. Emphasis is placed on the consumer, rather than the provider of the educational offering,

Source of this practice:

Vivian Donahue
Regional Learning Service
405 Oak Street
Syracuse, NY 13203

315 - 425 - 5252

EDUCATIONAL DIRECTIONS

Workshop Evaluation

1. Please indicate which mini-sessions you attended: (all sessions listed)
2. Which mini-sessions were most useful to you?
3. Can you give specific reason(s) for attending the workshop? (categories listed -- career info., education info., etc.)
4. How did you hear about the workshop?
5. Age: (16-25) (26-35), etc.
6. Sex
7. Education level completed:

   9th grade, 10th grade, etc.
   College, grad. school
   Other (business, vocational school, etc.)
8. What other educational or career topics would you like information about?
9. Other comments:

Staff Evaluation

1. How well organized was presentation?
2. How informative was the presentation?
3. What do you still need to know about this program in your work as an educational consultant?
4. How interested do you think people were in this presentation? Scales of 0 - 10 for first three questions.
5. How can the program represented help your clients?
6. How can you help clients gain access to this program?
7. What follow-up would be helpful with the person representing this program?
8. General comments on content and arrangements of workshop.

Title of Community-based Practice CATCH (Career Aptitude Testing at the Crucial Hour)

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School/Community College

Description of the Practice

By means of a series of activities, each high school senior develops a written career plan of action. These activities are: taking an interest inventory, student-counselor review of inventory results on an individual basis, a three-credit career development seminar at the community college, and other individual sessions with counselors.

Sample Objective(s)

To assist high school seniors to develop an individual career plan of action through the use of the resources of both a community college and a high school.

Planning Checklist

1. Secure endorsement from administrators at the participating schools.
2. Gain support for the concept and commitment of time from Senior English teachers, counselors, and careeer resource center staff.
3. Arrange schedule
4. Reserve busses for transportation to the college.
5. English coordinator develops a career unit.

Resources Needed

1. Career resources of the cooperating schools
2. Testing instruments
3. High school coordinator and the equivalent of a half-time individual at the participating college.
4. Busses or other means for transportation
5. Reduced load for staffing (counselors, coordinator, others)

Procedures for Gaining Support of the Practice

1. Begin by gaining full support of the administrators
2. Thoroughly present and discuss plans, along with rationale and needs assessment indicating basis for this series of activities.
3. Hammer out points of the agreement among decision-makers at participating schools in order to share fairly in the work and resources necessary to implement the activities.
4. Conduct thorough orientation for participating students and educators before beginning.

Possible Barriers to Implementation

1. Lack of available funding for new staff or inability to reduce loads for present staff members participating.
2. Transportation problems
3. Senior English teachers unwilling to include this series of activities in their curriculum.
4. Poorly stocked and/or out-of-date career resources for student research.

Management Considerations

1. Obtaining funding and/or reduced loads for those staff members participating.
2. Scheduling the various activities into an already overloaded senior-year schedule.
3. Agreeing on terms of the cooperative agreement - responsibilities of each institution, liability, transportation, awarding of college credit for seniors, etc.

Evaluation Procedures

1. Crites Career Maturity Inventory is given as posttest for comparison with pretest results.
2. A questionnaire about post high school plans is given to participants.
3. Final counseling session is held to review each student's responses to the questionnaire.

Other Pertinent Information/Comments (such as possible variations)

1. Possible to conduct this activity for selected students who are still largely undecided in Senior year, rather than for all seniors.
2. Another variation would be to use the resources of a public library rather than a community college.
3. A description of the career development seminar follows.

Source(s) of this practice

Name Harvey B. Schmelter, Director Career Services

School/College/Other organization

Brookdale Community College

Address Newman Springs Road

Lincroft, NJ 07738

Telephone 201 (area) 842-1900 (number)

CAREER DEVELOPMENT SEMINAR

The Career Course will be a 15 week experience, with 3 phases, 5 weeks each. The first 5 weeks will be a package for 1 credit and will cover self assessment. The second 5 weeks will be worth 1 credit and will cover career planning theory and occupational information. Implementation and action items will be covered the last 5 weeks for 1 credit.

It is assumed that students would be able to register for 1, 2, or 3 credits by combining any or all of the phases.

The combined classes will meet for 1 hour and the small groups for 2 hours each week. As many outside experts or internal authorities as possible will be invited to make presentations to the large group.

Follow up discussion group activities and personal interaction should take place in the small groups.

Credit will be given for attendance and completion of assignments marked C. Credit Honors will be given for attendance and completion of activities marked CH; and CHH will be awarded for attendance, completion of all activities and a project.

Title of Community-based Practice: Career Breaks

Suggested levels for use: high school, college, adult

Description of the practice:

These activities are a series of noon-time career planning and placement seminars. The informal breaks include university faculty and staff, community members, and students.

Sample Objective:

To disseminate career information through a weekly lunch-bag seminar

Planning Checklist:

Develop potential topics.
Identify potential speakers.
Set date.
Publicize on campus and in the community.
Implement discussion.
Evaluate program.
Thank speakers.

Resources Needed:

Informal room in central location
Tape recorder
Publicity (radio/tv ads, newspaper ads, etc.)

Procedures for Gaining Support of the Practice:

The only expense is publicity. Through the use of public service announcements and student labor, the cost is approximately $ 5 to $ 10 for each career break session.

Possible Barrier to Implementation: attracting sizeable audience for each discussion

Management Consideration:

Need to be planned and organized well in advance to insure good publicity and sizeable crowd.

Evaluation Procedure Recommended:

Informal evaluation card is turned in by audience participants following each career break.

Source of this practice:

Robert N. Hansen, Program Coordinator
Career Planning and Placement
University of Missouri-Columbia
110 Noyes
Columbia, Missouri 65201

Title of Community-based Practice: Spin the Topics

Suggested level for use: Postsecondary

Description of the practice:

In this activity for all students, each session is designed to familiarize students with a broad array of career options. The informal sessions deal with career paths, occupational opportunities, and day-to-day lives of people in their profession. Sessions are also videotaped for later viewing.

Sample Objective: To bridge the gap between the world of work and the college in a positive way

Planning Checklist:

Survey needs of college departments.
Survey needs of students.
Line up your resource people.
Set up actual times.

Resources Needed:

Support of your supervisor
Permission to enter classrooms
Contact Evening Student Governing Board.

Procedures for Gaining Support of the Practice:

Indicate the need.
Secure supervisor support.
Allow for plenty advance notice.
Check for convenient times.

Possible Barriers to Implementation:

On a college campus there seems to be no perfect time for faculty and students. Of the three times this practice was conducted, lunch time session had the best response. The other two times were breakfast and dinner.

Management Considerations:

Timing

Facilities

Consent

Evaluation Procedures Recommended:

Check to determine number of students and faculty participating.

Determine the best time to hold the activity.

Secure student reaction.

Ask faculty who students need to hear.

Other Pertinent Information:

Spin the Topics is an informal way to mix students, faculty, and resource people. The physical science department head changed his curriculum in electronics after talking with William Orth, Jr. of Gould, Inc.

All students, not just night students, were participants. At night, the guests had dinner with the Evening Student Governing Board and then went into the various classes.

Spin the Topics was also used for the kick-off activity of National Career Guidance Week. For this, a popular, professional basketball star was invited to come. Students loved getting next to someone like this for asking questions, finding out what it is really like, and getting autographs.

Source of this practice:

Lois M. Christensen, Career PROGRAM Advisor

Mesa Community College

1833 West Southern Avenue

Mesa, AZ 85202

833 - 1361, extension 367

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Title of Community-based Practice: Video Taped Careers (VIEW)

Suggested levels for use: high school, college (junior college and four-year)

Description of the practice:

Informed discussions with Pennsylvania individuals working in various fields are videotaped for later multiple use. Each interview focuses on the worker and his/her feelings about the career area.

Sample Objective:

To provide first-hand information to students on a variety of career areas (Information is displayed through an informal interview with graduated students working in the career areas covered.)

Planning Checklist:

Develop objectives.
Write proposal.
Hire coordinator for project.
Secure support of the a/v department.
Contact alumni through the Offices
of alumni and placement.
Conduct interviews.
Edit tapes.
Develop booklet.
Promote among faculty.

Resources Needed:

Video equipment
Film and tapes
A booklet to accompany each tape
Alumni

Procedure for Gaining Support of the Practice:

A vocational education grant proposal was submitted and, later, funded.

Possible Barriers to Implementation:

The support of the faculty members is extremely important since major focus is to use tapes in the classroom setting.

Management Considerations:

Budget preparation

Project time frame development

Promotional activities plan

Grant proposal and objective development

Evaluation Procedures Recommended:

Student and faculty feedback

Assess rate of use by the faculty

Source of this Practice:

Ronald A. Turak, Coordinator
Career Development Center
Bucks County Community College
Newtown, PA 18940

215 - 968 - 5861

Title of Community-based Practice: Professional Skills Roster

Suggested level for use: adult

Description of the practice:

Designed for professionals in New York, this practice is a voluntary community-based employment service. Manned by volunteers, this practice involves making referrals for the registrants as well as conducting prescreening for programs such as CETA.

Sample Objectives:

To refer Roster applicants to jobs listed with the organization

To provide resume counseling and general job-hunting advice pertinent to the local area

Resources Needed:

Qualified applicants

Reasonable number of jobs listed

Five to Ten volunteers working one day each week under the supervision of part-time, paid coordinator

Procedures for Gaining Support of the Practice:

A $ 5.00 donation is requested at the time of application. If a client cannot affort this donation, however, the fee is waived.

Possible Barriers to Implementation:

With willing volunteers, there are no barriers. But we do not have funding and rely on donations to meet office expenses and the small stipend for the coordinator.

Source of this practice:

Campus Club

Cornell University

512 East State Street

Sage House

Ithaca, New York 14850

607 - 256 - 3758

PROFESSIONAL SKILLS ROSTER
APPLICATION

NAME: DATE:

ADDRESS: TELEPHONE:

AMERICAN CITIZEN? IF NOT, VISA STATUS:

If you have a resume, please attach and answer only those questions which are not specifically answered on your resume.

EDUCATION:

Institution(s)	Dates Attended	Degree(s)	Major & Minors

Thesis topic(s) or areas of special research:

As you certified in your profession?

EXPERIENCE: List all jobs that reflect your continuing interests: salaried, volunteer, part-time or full-time.

Organization and location	Dates of Service	Job Title Brief Description of Duties

Hours available: Part-time_____ Free Lance_____ Full-time_____
Days available:
Any other restrictions?

Office Notes

Interviewer: Donation:

Speciality Lists: CETA eligibility:

NOTES TO OUR APPLICANTS

Here are a few suggestions which will help us help YOU locate a job:

YOUR APPLICATION:

1. Please answer fully all questions, particularly those in regard to job preferences and skills. If you have a resume you can leave with us don't duplicate information.

2. The suggested $5 donation is our only source of income and with it we pay postage and telephone bills. It is tax deductible.

LET US KNOW ABOUT:

1. The outcome of any contacts you make with employers we refer you to. Did you find out any information about the job which would be helpful for us to know? MOST important, did you get the job?

2. Any change in your job seeking status. Have your needs, interests or hours available for work changed? Have you moved or changed your phone number?

3. Any employment opportunities you hear about that you think we might be able to fill.

AND:

1. Please respond to postcards we send. If we never hear, we assume you are "inactive."

2. Please call us if you haven't heard from us in awhile. We try to contact every applicant about appropriate jobs, but we aren't perfect.

3. Your application remains on "active" status for one year, at which time it may be reactivated by sending in the annual donation.

SORRY TO MENTION IT, BUT...

Our service is run by volunteer, but we still have expenses. The application donations are a big boost, but would you remember us again when we help you find a job? Thanks.

Employment Objectives: Describe briefly your present employment interests. What areas would you like to work in? Do you have specific training? What are your future employment goals? In the present job market, what kinds of employment would you accept?

Auxiliary Skills: List all specific machines or technical processes with which you are familiar:

Do you know computer programming? What languages?
Do you know keypunching?

Have you had statistics courses and/or experience?

What is your typing speed?_____ Shorthand?_____ Do you know bookkeeping?_____
Use of dictaphone?_____
Would you consider secretarial work if your typing is 50 wpm or more?

List other skills such as musical, handicrafts, athletics, etc.

List foreign language skills and levels of competence in speaking and translation. Can you do technical translations?

References: Give two names and addresses of people we can contact. They should be able to comment on your job performances.

1. 2.

The Professional Skills Roster is supported entirely by contributions. Therefore, we ask for a minimum donation of $5.00 at registration and an additional donation when we help you locate a job. All donations are tax deductible and enable the Roster to continue its services to those looking for employment.

Please read and take with you for future reference, "Notes to Applicants."

Title of Community-based Practice: Clues to Career Opportunity for Liberal Arts Graduates

Suggested level for use: Postsecondary

Description of the practice:

An Indiana university has a fifteen-part videotaped series on careers for liberal arts students developed by academic counselors in the liberal arts. The series is based on interviews with employers in several areas.

Sample Objectives:

To demonstrate to students, particularly liberal arts students: (1) that employment possibilities do exist within a large variety of employment areas, (2) that they have accumulated skills that are of value to employers, and (3) that such employment could be compatible with their self-concepts and lifestyles.

Planning Checklist:

Requires extensive decision making to line up panelist, film crew, money, and scripts.

Resources Needed:

Funding for audiovisual services to create film and pay studio time

Funding for hosting activity

Procedures for Gaining Support of the Practice:

Applied for special internal funds for experimental project and gained funds in this manner. Royalty from sales helps offset new tape costs.

Possible Barriers to Implementation:

High cost of film production was a problem but external uses and revenues helped us overcome. Also, content has a "shelf life" of several years.

Management Considerations:

Have to organize content to encompass issues of a field of employment as opposed to selling a particular company.

Evaluation Procedures Recommended:

Use student forms to critique content and learn of new topics.

Other Pertinent Information or Comments:

Open to receive questions.

Topics covered in the series are: federal civil service, retailing, health professions for the nonprofessional, Indiana State Merit Service, Communications, Insurance, Service Organizations, Manufacturing, A Large Utility, and Advertising and Design.

Source of this practice:

Name Dr. Wayne Wallace, Director

School/College Arts and Sciences Placement Office, Indiana University

Address 326 North Jordan

Bloomington, Indiana 47405

Telephone 812 (area) 337 - 0576 (number)

Title of Community-based Practice: INFO/EIC

Suggested level for use: Adult

Description of the practice:

From Delaware, this is a statewide information/referral telephone practice for adults needing information and services of several types. Education/ career information at all levels, instructors for adult and/or continuing education courses, and counseling referrals. Info/EIC personnel answer the phone during the week and, in the evening, caller messages are recorded for later response by the staff.

Sample Objectives:

To disseminate information on educational, vocational and recreational offerings, to make referrals to appropriate counselors and to provide names of instructors to adult education program directors, when requested.

Resources Needed:

School and agency catalogs and brochures; Cooperation of counselors and continuing education directors.

Procedures for Gaining Support of the Practice:

- Tabloid & newsletter
- Personal meetings
- Publicity
- Support of education and government institutions (referrals)

Possible Barriers to Implementation:

- Lack of correct data
- Funding
- Lack of publicity

Management Considerations:

Considering the feasibility of computerizing data bank, while working in cooperation with Delaware agencies, schools & Colleges to provide educational information to these organizations.

Evaluation Procedures Recommended:

- Annual mail survey (users and institutional contacts)
- Fiscal reports to funding government agencies
- Annual reports

Other Pertinent Information:

Available upon request

Source of this practice:

J. Fitzpatrick, Graduate Assistant
INFO/EIC
2800 Pennsylvania Avenue
Wilmington, DE 19806

(302) 571-8100

Delaware Toll Free Telephone 800-292-7935

Title of Community-based Practice: Spotlight

Suggested level for use: College

Description of the Practice:

A California college sponsors for its students and interested high school students small group "living room" type discussion series focusing on specific career fields, such as banking. The community resource persons talk informally with students and faculty, but are asked to bring specific materials, such as employee manuals and year-end reports. The sessions are videotaped for later use as well.

Sample Objective:

To bring together employers (who are sometimes tole models), students, and faculty in a "living-room" style discussion and sharing of information about a specific career field (i.e., fire science, banking, public administrator, music promotion, etc.)

Planning Checklist:

- meeting space
- printed materials
- announcements, posters, etc.
- transportation (guests, high schools)
- timeliness

Resources Needed:

- appropriate seating (conference room desirable)
- media equipment for use by presenters
- video, audio recording devices

Procedures for Gaining Support of the Practice:

- Involvement of faculty and students by specific invitation
- Advertisement - PR
- Acknowledgement of participants

Possible Barriers to Implementation:

- Timing - room space
- Speaker availability

Management Considerations:

Requires organized publicity efforts, follow-up on details, reminders to participants

Evaluation Procedures Recommended:

Written evaluation from participants ("useful, not useful, somewhat useful")

Source of this Practice:

James E. Garmon, Dean, Special Services
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626

(714) 556-5651

Title of Community-based Practice: Cindy Chabot Telephone Practice

Suggested levels for use: postsecondary and community

Description of the practice:

This is a telephone tape library. It contains recorded messages of varying lengths of subjects dealing with specific college programs, curriculum, services, and general information. Included in the system are other health-related tapes from approved medical sources as well as other community-interest items.

Sample Objective:

To serve the public who may prefer to receive vital information by means of the telephone

Resources Needed:

A teletronix system or related telephone recording equipment

Procedures for Gaining Support of the Practice:

A community-oriented philosophy on the part of the institution

Financial resources and staff attitudes appropriate for implementation of this type program

Possible Barriers to Implementation:

Initial cost outlay -- $ 9,000.

Constant upkeep to maintain current information

Management Considerations: See previous statement.

Evaluation Procedures Recommended:

Review for popularity of tapes

Survey questionnaires by means of a mailing

Source of this practice:

Santiago Garza, Associate Dean

Community Services

Source of this practice (continued):

South County Community College District
25555 Hesperian Boulevard
Hayward, CA 94545

415 - 786 - 6966

Cindy Chabot Telephone Practice

Categories of Tapes

ADMISSIONS

ADVISORY COMMITTEES

ALUMNI PROGRAMS

COMMUNITY SERVICES

COMMUTER COURSES

CONSUMER EDUCATION

COUNSELING SERVICES

DEGREE PROGRAMS

EMPLOYMENT/EMPLOYER INFORMATION

FINANCIAL AIDS

GENERAL INFORMATION

HEALTH INFORMATION

HOME STUDY COURSES

HOUSING

INSTRUCTIONAL ASSISTANCE

LIBRARY SERVICES

OFF-CAMPUS CLASSES

RECORDS

REGISTRATION

RELICENSING PROGRAMS

SENIORS PROGRAMS

INFORMACION EN ESPANOL

STUDENT ASSISTANCE PROGRAMS

TECHNICAL-VOCATIONAL PROGRAMS

VETERANS INFORMATION

VIEWPOINTS

SPORTS/ATHLETICS

STUDENTS ACTIVITIES/SERVICES

SPECIAL COURSES OF INTEREST

Title of Community-based Practice: Venture

Suggested level for use: Adult

Description of the practice:

This is a one-semester activity involving volunteers who exchange their time for tuition-free courses. For each fifty hours of volunteering, two free courses are earned.

Sample Objective:

To provide a transition from homemaker to student or employee for women

Resources Needed:

Workshop Leader — Personal Growth and Development

Resume Writing

Interviewing

Job Search Techniques

Possible Barriers to Implementation:

Educational Institution must support program by allowing tuition-free courses in exchange for volunteer work.

Management Considerations:

Manager should also be able to conduct workshops and perform recruiting and interviewing and placement functions, because the cost of the program is modest and could not supply more than one individual.

Evaluation Procedures Recommended:

Best evaluation comes from participants who are able to comment in successful aspects and to offer suggestions for improvement.

Source of this practice:

Name Lila M. Hexner, Director

School/College Middlesex Community College

Address Springs Road
Bedford, MA 01730

WIDENING OPPORTUNITY RESEARCH CENTER
VENTURE EVALUATION

Name:______________________

Date:______________________

Your comments will be very valuable to us in assessing and improving the VENTURE program. Please fill out this form and return to me as soon as possible. Your signature is optional. Thank you.

N. Seavey

1. What were your reasons for joining the VENTURE program?

2. Was VENTURE successful in helping you with these needs?
   Yes____________ No__________________

3. How did the program help you? (Please be specific)

4. Did VENTURE lead you to make any decisions about your career or educational goals? Please describe: Yes_______ No________

5. Have the materials in the Information and Referral Services area of WORC been useful to you during your career or educational planning?
   Yes__________________ No__________________

6. Describe the action(s) you have taken thus far or are planning to take as a result of your VENTURE experience.

7. Would you be apt to refer other people to us? Yes____ No_____

8. Do you have any suggestions about how we can improve the VENTURE program? If so, please comment:

Title of Community-based Practice: Using Retirees as Tutor/Helpers of ABE Students

Suggested level for use: Adults

Description of the practice:

At three times during the year, retirees are trained to work with adult basic education. In addition to tutoring, the retirees are used as interviewers for role playing situations, proper use of the telephone, in answering and memo taking in regard to the telephone.

Sample Objectives:

To offer program to eliminate literacy difficulties for adults in our area

To meet instructional needs of GED candidates

To involve literate members of the community as volunteers

To provide tutors for all low-level students

Planning Checklist:

Complete needs assessment for the community.

Develop publicity program to attract students.

Hold tutor-training workshops for volunteer tutors.

Set up initial testing program for GED students.

Resources Needed:

Complete complement of Laubach materials

Extension of Laubach program with teacher-made units for TESL students

Reference components, wall maps, language cassette kits

Procedures for Gaining Support of the practice:

Write informational letter about ABE program to personnel directors of local industries.

Develop brochure for community dissemination.

Develop informational hand-out sheet for use at open house.

Write two or three publicity articles which are informational and promotional before each training workshop.

Possible Barriers to Implementation:

Adult illiterates tend to "hide."

They cannot find out about the program through the newspapers.

Management Considerations:

Promote good relationship with social service agencies in the area for referral of students.

Promote good relationship with the churches in the area serving as sponsors for TESL families.

Provide inviting, warm physical surroundings.

Other Pertinent Information:

A high degree of person-to-person involvement occurs, with resultant benefits to both students and tutors. Field trips, with TESL students accompanied by tutors, are especially important. Holiday craft projects, parties on special occasions -- Halloween, Valentine's Day, and Christmas -- and similar activities can aid the cultural understanding of TESL students and provide happy experiences.

Source of this practice:

Eileen M. Scott
Madison Area Technical College
1300 W. Main Street
Watertown, WI 53094
414 - 261 - 3776

Title of Community-based Practice: Alumni Sharing Knowledge (ASK)

Suggested level for use: High School, College, Adult

Description of the Practice:

This practice is co-sponsored by the career center and the Alumni Association to provide students with career-related knowledge. Arrangements are made for multiple avenues by which students may gain career information from Alumni. Some of these avenues are: videotaped interviews, on-site interview, externships (few hours to a few days), telephone interviews, and others.

Sample Objectives:

To provide students with an opportunity to gain needed information regarding career options; to provide an opportunity for alumni to invest in the university in ways other than financial contributions.

Planning Checklist:

Identify alums
Education alums to services they migh offer
Publicize and attract students
Send students to use services
Evaluate

Resources Needed:

Long distance telephone fund
Much correspondence
Program publicity

Procedures for Gaining Support of the Practice:

Funded in part by Alumni Association

Possible Barriers to Implementation:

Alums need to be used appropriately. Contacts need to be controlled and evaluated.

Management Considerations:

Staff needed to work with alums on telephone and through correspondence. Highly organized project - no allowance for large organization.

Evaluation Procedures Recommended:

Evaluate both student users and faculty contacts after student has made visit.

Other Pertinent Information:

A brochure is available.

Source of this practice:

Mary Heppner
Career Planning and Placement Center
110 Noyes, UMC
Columbia, MO 65211

(314) 882-6801

Title of Community-based Practice: Peer Counseling By Adult Volunteers

Suggested level for use: Higher Education/Adult

Description of the practice:

Adults in the community are offered for a charge of $20 per year assistance by their peers through the university's Continuing Education office. The peer counselors help by providing information in the resource library and with career-related decisions. The volunteers also provide information about availablejob placement service and psychological counseling.. Also assist with resume writing, interviewing Techniques and alternative degree programs.

Sample Objective (s)

To assist client in determining steps and Alternatives toward goal and/or to set goals and priorities related to career choice, change re-entry to school and/or work.

Planning Checklist

See attached

Resources Needed

Personal History form/evaluation - from client for counseling.

Library materials/resource file/directions/voc. file/catalyst materials and forms for folders.

Procedures for Gaining Support of the Practice

Community persons served -- need publicity at beginning and at various times. From there referrals come from agencies and previous clients.

Possible Barriers to Implementation

Money - source for start up and continuation unless set fees high enough.

Management Considerations

Evaluation Procedures Recommended

Other Pertinent Information or Comments (such as possible variations)

Source of this practice:

Name Dorothy Heatherington, Coordinator

School/College/Other organization Duke University

Address Peer Counselors, Department of Continuing
Education, 107 Bivins, Durham, NC 22708

Telephone 684-6259 (area) (919) (number)

COUNSELOR CHECK LIST

Resources recommended and/or used:

_____ Library materials

_____ Catalyst materials (library and in file drawer)

_____ Resource file

_____ Phone books (regular and university)

_____ Organizations

_____ Employers in Triangle area

_____ University departments

_____ Other counselors

_____ Vocational files

_____ Community sources (library and file drawer)

_____ Job opportunity folder

_____ Employment securities office

_____ State departments

_____ Civil Service

_____ Occupational Outlook and DOT

_____ Reading list

_____ College catalog

Referrals:

_____ Educational and/or training options

_____ Continuing Education courses and workshops

_____ Community agencies

_____ Given handouts?

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Title of Community-based Practice: Career Awareness Seminar Series

Suggested level for use: Community College

Description of the practice:

This practice consists of a series of seminars each week for a period of four weeks for students in liberal arts and career programs, day as well as continuing education. Volunteer panelists from business, industry, and the professions present pertinent information, such as the nature of their work, the variety of opportunities in their fields, the current and future labor market, entry-level positions and prospects for advancement, salaries, and required qualifications.

Sample objective: To enable students to get a clearer understanding of selected career areas from panelists with expertise in the career-topic areas

Planning Checklist:

Select career areas for seminars based on students' current interests, curricular offerings, and/or availability of jobs.
Invite and confirm community resource persons to serve as panelists.
Distribute seminar schedule with room assignments to faculty and professional staff.

Resources Needed:

Volunteers
Staff time for planning, implementing, and evaluating the series

Procedures for Gaining Support of the Practice:

Promotion of the series by faculty members
Basing choice of career areas on assessment of student interests
Involvement of faculty in choice of panelist(s) related to their teaching area

Possible Barriers to Implementation:

Student and faculty stereotypes of and unrealistic expectations about certain career areas
Lack of cooperation from faculty and students
Unavailable community resource persons

Management Considerations

Selection of resource people with appropriate involvement by other persons, such as faculty and students
Communication with resource people and other participants
Design and implementation of an evaluation
Selection, reservation, and assignment of rooms
Promotion of the series

Career Awareness Seminar Series Continued

Evaluation Procedures Recommended:

Panelist, faculty, and student evaluation

Other Pertinent Information or Comments:

An Agenda is included.

Source of this Practice:

Name Mary E. Solomita, Director of Counseling

School/College Cape Cod Community College

Address West Barnstable, MA 02668

Telephone: 617 - 362 - 2131

CAREER AWARENESS SEMINAR SCHEDULE

Tuesday, March 21 from 12:30 to 2:00 p.m.

1) Education (including college, secondary, elementary, vocational and guidance personnel)

2) Accounting & Data Processing/Computer Programming (including Business Data Processing as well as Computer Sciences personnel)

3) Hotel/Restaurant Management

4) Engineering, Construction, Architecture

5) Management

Thursday, April 6 from 12:30 to 2:00 p.m.

1) Banking & Investments

2) Medicine & Health Care (including a physician, nurse, occupational therapist, speech pathologist, medical technologist)

3) Aviation & Travel (covering pilots, stewardesses, travel agents, and other miscellaneous positions in the airlines)

4) Police & Probation

Thursday, April 13 from 12:30 to 2:00 p.m.

1) Real Estate & Insurance

2) Small Business Ownership

3) Law & Legal Secretary

4) Communications/Media (covering advertising, newspaper work, radio and TV)

Tuesday, April 18 from 12:30 to 2:00 p.m.

1) Retailing

2) Mental Health & Social Services (including a psychologist, social worker and alcoholism counselor)

3) Sciences and Natural Resources

4) Government Service (covering opportunities in Federal, State and local government)

Title of Community-based Practice: College Student Volunteers

Suggested level for use: Postsecondary

Description of the practice:

In this Missouri practice, students are encouraged to voluntarily commit two hours minimum each week for achievement of one or more of the following purposes: personal growth and service to others, complementing the classroom learnings, and acquiring career experience. Student volunteers are assisted in their choices of and placement in agencies or other organizations, as appropriate.

Sample Objectives:

1. To apply what is learned in the classroom
2. To help others
3. To explore a career before deciding which one to pursue
4. To acquire work experience
5. To develop awareness of professional issues and societal problems

Planning Checklist:

1. Plan with the Center for Student Volunteer Action for placement.
2. Contact a specific agency directly, if this approach is preferred.
3. Find answers to eleven questions about the volunteer experience, such as What clientele will you be working with? (See the booklet titled "A Guide to Volunteering.")

Resources Needed

Well-trained volunteer center director

Funding

Procedures for Gaining Support of the Practice

Relate to established academic department of counseling, PS/CL, Sociology, Community Development, Social Work, or Allied Health.

Possible Barriers to Implementation:

Funding

Lack of philosophical acceptance

Management Considerations:

Funding, Staffing, Setting and reaching goals and objectives

Evaluation Procedures Recommended:

Management by Objectives (MBO) -- qualitative and quantitative

Other Pertinent Information or Comments:

"A Guide to Volunteering" is available from the sources below.

Sources of this practice:

Name Terry H. Chapman or Debbie Jackson

School/College Center for Student Volunteer Action
University of Missouri-Columbia

Address 206 Gentry Hall, University of Missouri
Columbia, Missouri 65201

Telephone ______ (Area) 882 - 6745 (Number)

Title of Community-based Practice: Jersey Vest (Volunteer Employment Services Team

Suggested level for use: Professional, as defined by holding of a baccalaureate degree and either unemployed or underemployed

Description of this practice:

This New Jersey practice provides semiprofessional placement services for its participants. In exchange for this service, each participant agrees to engage in volunteer activities for six hours each week -- job development, job evaluation, etc.

Sample Objectives:

To locate jobs

To teach job hunting

To place members (job finding and development -- seek out employment opportunities

Planning Checklist:

Job Training -- teach skills to individuals for specific types of employment

Job Placement for individuals

Resources Needed:

Financial. office space, phones, supplies, typewriter

Staff of volunteers -- managing office, developing jobs, publicizing organization, and and publishing Pro-Register (list of brief resumes of members)

Procedures for Gaining Support of the Practice:

- Newspaper advertisements
- Brochures
- Professional Placement Center (state)

Possible Barriers to Implementation:

- Limitation of funds
- Restriction of supplies
- Companies mistaking VEST for a paid employment agency

Evaluation Procedures Recommended:

- Determination of rate of successful placement of members
- Number of members
- Number of jobs developed
- Number of members placed

Source of this practice:

New Jersey Employment Service
80 Mulberry Street
Newark, NJ 07102

201 - 648 - 2219

Title of Community-based Practice: Hot Seat Series

Suggested level: College and Adult

Description of the Practice:

This is a series of occupational speaker programs on video tape designed to provide up-to-date localized information to the new career seeker or potential job changer. They are taped in the college instructional television studio before a live audience and are available for showing in the Career Center, on Public T.V., and to neighboring schools.

Objectives:

To provide first hand local information of specific nature regarding such issues as: typical day at work, enjoyable and non-enjoyable aspects of the job, how to obtain a job, what training is required, salary ranges, chances for advancement, job outlook, volunteer or apprenticeship possibilities, any advice for entering the field

Planning Checklist:

Identify prospective panelists and their availability.
Coordinate video session with audio-visual department schedule.

Resources Needed:

Career Center technician and student aide to make necessary arrangements, create cue cards, handle publicity, etc.

Procedures for Gaining Support of the Practice:

Initially funded by outside grant; later, incorporated into Career Center budget. Faculty hosts (who assist in selecting the participants) and counselor moderators are involved with each taping. This program is incorporated into a class in the Telecommunications Curriculum.

Possible Barriers to Implementation:

Lack of funding, lack of equipment, and lack of secretarial help.

Management Considerations:

Budgetary effective staff utilization, evaluation reaffirming frequent use of the "Hot Seats" by student, and how this activity corresponds to Counseling Department's annual goals and priorities.

Evaluation Procedures:

Annual review of number of students using the service, and requests from our community for our Hot Seats, i.e., Public T.V. and feeder high schools.

Source of this Practice:

Dr. Bill Bendat, Dean of Counseling
Moorpark College
7075 Campus Road
Moorpark, California 93021

(805) 529-2321, Ext. 241

Title of Community-based Practice Career Forums

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Postsecondary

Description of the practice

Weekly informal noon-time presentation/discussions are held in the college community room for students and other persons in the community by the staff of a Maryland community college. In addition to the information provided during the presentation and subsequent discussion, handouts with key information for review and for further research are distributed.

Sample Objective(s)

To provide a forum at a convenient time for students to hear speakers from the job world discuss their careers.

Planning Checklist

1. Resource persons and commitments from each.
2. Wide publicity of the programs to students and to members of the community.
3. Centrally located room.
4. Handouts with information about the career being discussed.
5. Need/interest survey to guide selection of speakers.

Resources Needed

1. Experienced and knowledgeable professionals from the community to serve as resources for each program.
2. Individual and/or group to responsibly plan and to implement the programs.

Procedures for Gaining Support of the Practice

1. Involve in planning representatives of all groups for which the programs are designed e.g. community members, students, faculty.
2. Carefully design promotional materials appropriate to each target group with particular concern for timing.
3. Assure success by careful selection of resource persons.
4. Plan for safeguards, such as substitutes.

Possible Barriers to Implementation

1. Poor selection of resource persons.
2. Inadequate publicity.
3. Failure to select speakers according to indices such as student interest
4. Lack of support from faculty and administration.

Management Considerations

1. Coordination/planning
2. Funding, if necessary
3. Long-range planning/scheduling
4. Appreciation to speakers -- lunch, certificate, letter, honorarium or other acknowledgement
5. Assignment of responsibilities -- publicity, facilities, speakers, evaluation etc.
6. Selection/preparation of handout materials

Evaluation Procedures

Brief standard instrument to be completed for each session by:

1. Student
2. Resource person
3. Faculty
4. Community

Feedback and follow-through of evaluation results are helpful.

Other Pertinent Information/Comments (such as possible variations)*

Source(s) of this practice

Name Kathleen M. Peresman, Counselor Division of Human Development

School/College/Other organization Essex Community College

Address Baltimore County, Maryland 21237

Telephone ____________________
(area) (number)

Title of Community-based Practice: I Can

Suggested levels for use: postsecondary; inside organizations using volunteers

Description of the practice:

This practice consists of training of coordinators and supervisors of volunteers to equip them to help volunteers go through a six-phase process of career and educational planning. They are also taught to integrate the results, as appropriate, into their work assignments and other volunteer activities.

The pilot phase has included: development of materials for training core trainers, advisor training, and a volunteer workbook. Core trainers were trained to work in twelve pilot cities. Advisors were trained by a two-person team in each pilot city, with the advisors coming from over 150 different organizations.

Sample Objective:

To prepare advisors to help volunteers use the I CAN competency lists to do a self assessment of current skills held

Planning Checklist:

Interagency organizing for each community

Coordination meetings of participating groups

Advisor training

Volunteer advising

Assessment of results

Resources Needed:

I CAN materials (not yet available to the public) -- Funds for underwriting part of the cost of mass publication are being sought.

Funds to purchase enough copies for each advisor and volunteer, if not to be charged

Core trainers to train coordinators and supervisors of volunteers in your community

Advisors from the community (to be recruited)

Procedures for Gaining Support of the Practice:

Explained in administrative guidelines.

Possible Barriers to Implementation:

It takes a lot of time to do I CAN.

Not all administrators appreciate the returns in terms of improved recruitment and staff productivity.

Management Considerations:

The program is more successful if personnel development procedures/support system, such as job descriptions and job task analyses are in place. Periodic review of work being done by volunteers is another example.

Evaluation Procedures Recommended:

Forms are available for this purpose for the following target groups; core trainer, advisor, and volunteer.

Other Pertinent Information:

The Fund for the Improvement of Postsecondary Education funded a project to the American Red Cross. The "I CAN" checklists of volunteer competencies were originally developed by the Council of National Organizations of Adult Education. Participants in the I CAN interagency collaboration were, in addition to the American Red Cross, YMCA, YWCA, National Council of Junior Leagues, National Council of Jewish Women, Volunteer (formerly NCVO), Association for Volunteer Administration, Girl Scouts.

Source of this Practice:

Elizabeth A. Olsen
Office of Personnel Training and Development
American Red Cross National Headquarters
18 th and E Streets, N. W.
Washington, DC 20006

202 - 857 - 3420

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Title of Community-based Practice: Small Group, Week-Long Quest Activity

Suggested levels for use: High School, College, Adult

Description of the practice:

This activity involving eleven college students is a unique opportunity for preparation for college and the future. The four topics explored during the outdoors adventure are: yourself, your university, your future, and your natural environment.

Sample Objective:

To promote career planning and other survival skills in college undergraduates

Planning Checklist:

Equipment

Safety procedures

Insurance

Travel

Food/Supplies

Resources Needed;

Transportation to course site

Staff trained in outdoor skills

Outdoor equipment

Faculty Involvement

Procedure for Gaining Support of the Practice:

Tie program to retention/attrition issue

Possible Barriers to Implementation:

Insurance coverage

Cost

Variety of logistics

Management Considerations:

Staffing

Logistics

Insurance

Evaluation Procedures Recommended:

Pre- and Post-tests. These two are recommended: Student Developmental Task Inventory and our own instrument measuring campus "survival" skills.

Source of this practice:

Robert N. Hansen
CPPC
University of Missouri-Columbia
110 Noyes
Columbia, MO 65211

314 - 882 - 6801

Title of Community-based Practice: Occupational Awareness Field Studies

Suggested level for use: Professional Educator Inservice

Description of the Practice:

Jointly sponsored by a New York State university and an industry-education council, this practice offers educators first-hand exposure to business, industrial, labor and economic leaders. The weekly session held at various in-plant and on-site locations enable participants to learn from presentations, tours, and small group discussions with individuals in the world of work.

Sample Objective:

To expose teachers to the realities of the world of work

Planning Checklist:

Print flyers
Send mailing to educators
Contact businesses suggesting specific dates for each

Resources Needed:

Coordinator who knows the business people
College which will grant graduate credit
Mailing facilities

Procedure for Gaining Support of the Practice:

Word-of-mouth. Course is successful after being offered twice each year for six years.

Possible Barriers to Implementation:

It is difficult to get college to grant credits

Evaluation Procedures Recommended:

Weekly reports (see sample) are read for grade credits and then sent on to appropriate business sponsor.

Source of this Practice:

Mrs. Dorothea W. Sterne, NFIEC
State University College at Buffalo
2 Pleasant Avenue, W.
Lancaster, NY 10016

(716) 686-2032

WEEKLY SUMMARY EVALUATION

Niagara Frontier Industry Education Council	All Schools - Niagara Frontier
Buffalo Area Chamber of Commerce	State University College at Buffalo

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YOUR NAME:	SECTION NUMBER:
YOUR TITLE:	LOCATION OF SESSION:
NAME OF SCHOOL:	DATE:

Our weekly "hosts" are interested in your reactions to their programs, as we also are. Please type your personal opinion of the below listed aspects of today's presentation. Avoid one word answers. Be specific, yet descriptive. These forms will be shared with our "hosts", therefore, please submit two (2) copies of your evaluation. A carbon copy is acceptable.

PLEASE COVER THE FOLLOWING TOPICS: Mode of Presentation; Method Used by Presenters; Content; Practicality; How You Plan to Use This Information in Your Education Occupation or Share With Your Students.

Title of Community-based Practice: Lifelong Learners' Fair

Suggested level for use: Postsecondary

Description of the Practice:

The Fair is conducted by schools, colleges, universities, and community groups who offer Lifelong Learning opportunities to adults in the community. At a central location, displays, informational booths and tables are set up and manned by representatives of the institutions, organizations, and communtiy groups who participate in the Fair.

In addition to these displays, entertainment groups from some of the organizations and schools perform for the public.

A third component consists of lectures and panel discussions concerning different aspects of Lifelong Learning.

Sample Objectives:

To provide exposure for the many schools and community-based educational programs to the general public.

Planning Checklist:

Location
Logistics
Participants
Publicity
Security
Management/coordination
Evaluation

Resources Needed:

A suitable space
Furniture (tables and chairs for display)
Electrical outlets
Seating for lectures and panel discussions
State area for entertainment groups
Transportation
Manpower for set-up and take-down

Procedures for Gaining Support of the Practice:

Cooperative sponsorship
Cooperation through understanding by community groups
Newspaper and other media cooperation
Cooperation of business through mutual benefit

Possible Barriers to Implementation:

Lack of suitable space (location of Fair)
Lack of sufficient participation.
Lack of Publicity Management Considerations:

It is important, if the project is to be conducted at a public mall or convention center, to be sure that sufficient logistical needs are met, and that all rules of the establishment are understood, and can be realistically followed.

Evaluation Procedures Recommended:

- A questionnaire is provided for all participants (exhibitors) and those attending the Fair to develop information regarding the perceived value, need, and benefit of the fair. The questionnaire is designed with specific questions, together with a space for respondent-initiated comments.

Other Pertinent Information:

The first year, the Fair was moved, on four separate days, to different high schools. The second year, it was held at a local convention center. The third year, the Fair was held at a local, large shopping mall. The third location was, by far, the best for attendance, space, and exposure.

Sources for this Practice:

1) Richard G. Roland
School Board of Hillsborough County
P. O. Box 3408
Tampa, FL 33601

(813) 272-4224

2) Plano B. Valdes
Hillsborough Community College
P. O. Box 22127
Tampa, FL 33622

(813) 879-7222

Title of Community-based Practice: Use of Panels of Resource Persons as a Focus for Career Exploration Day

Suggested level for use: College

Description of the practice:

This is a day-long activity for students consisting of several sessions on career-related topics held by community resource people. Each session involves both a presentation and a question-and-answer period.

Sample Objective:

To provide information about educational requirements, job requirements, entry-level positions, salaries, and positive and negative aspects of the career.

Planning Checklist

Phone calls and follow up letters to panelists
Planning for use of facilities and allotment of time
Advertisement of program

Resources Needed:

Personnel from various career areas
Budgeted allotment for the day
Student participation in planning and execution of the day

Procedures for Gaining Support of the Practice:

Survey students as to careers they would like explained.
Announce program to the College Assembly and via the campus radio station.
Secure input from departments with specialized interests.
Conduct pre-sign up invitation for students.

Possible Barriers to Implementation:

Some students may look upon the free time allotted for such a program simply as free time.

Management Considerations:

Provide enough time for the panelists' presentation and questions and for movement to the next session.

Provide sufficient time for students to attend more than one session.

Evaluation Procedures Recommended:

Feedback questionnaire from the students at the end of each session is recommended.

Source of this practice:

Sister Therese Donnelly
Elizabeth Seton College
1061 N. Broadway
Yonkers, NY 10701

Title of Community-based Practice Summer Job Fair/Camp Day

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) High School/College

Description of the practice

This day-long university sponsored activity focuses on planning for summer employment/exploration. It provides an opportunity both for learning about career areas from employers and for making contacts for available jobs. The practice is co-sponsored by the career planning and placement center, the recreation and park administration department, and Student Financial Aids Office.

Sample Objective:

To enable students to gain experience in jobs related to their respective academic areas.

Secondary objective: to provide summer jobs at top pay for students.

Planning Checklist

1. During the fall, contact potential employers, plan with coordinators, plan public relations, plan and divide responsibilities with co-sponsor.
2. One month before the event, confirm contacts, implement public relations plan, arrange for facilities and equipment, prepare materials (including evaluations), and make staff assignments.
3. Week before the event, conduct massive publicity campaign, plan for details on day before and on day of the event.
4. Follow up -- follow through -- thank you letters, clean up, final report, etc.

Resources Needed

1. Financial - Minimum $500.
2. Human - resource persons, director, coordinators.
3. Equipment - Telephones, Xerox machine, tables, etc.
4. Facility - large centrally located campus facility.
5. Material - Maps, agenda, directories and other handouts including job seeking skills information.

Procedures for Gaining Support of the Practice

1. Early involvement in planning of all organizations involved; placement offices also.
2. Identifiable individual for overall coordination who can work well with others regarding division of responsibilities, communication, etc.
3. Use of all media to explain purpose and details of the event to students.
4. Thorough planning for smallest details to assure a successful event.

Possible Barriers to Implementation

1. Having a limited number of companies and camps covering a small range of academic areas.
2. Failure to assure that plan is being followed with regard to deadlines, division of responsibilities, etc.
3. Inadequate communications with employers -- purpose, need for firm commitment, expectations, follow up/follow through.

Management Considerations

1. Staffing and division of responsibilities according to interest/talent.
2. Allocation of available funds and, if necessary, securing of other funds and/or donations in kind.
3. Careful planning and implementation will widen involvement, checkpoints, backups, safeguards.

Evaluation Procedures

Formal student evaluation (see attachement)
Formal employer evaluation (see attachement)
Verbal, subjective staff evaluation at meeting

Other Pertinent Information/Comments (such as possible variations)*

Variations for expansion of the event could include: self-employment opportunities, business-oriented jobs, and out-of-state jobs. The event could be run for more than one day. Also, a community-wide Employment Information Day is held later in the year. A similar event aimed at disseminating employment information at the local level.

Source(s) of this practice

Name John Bazin, Coordinator

School/College/Other Organization University of Missouri

Address 105 Noyes Building

Columbia, MO 65211

Telephone 314 (area) 882-6803 (number)

Summer Job Fair

STUDENT EVALUATION

College ______________________________ School ______________________________

Class Status (Freshman, Sophomore, etc.) ______________________________

Major ______________________________ Sex ______________________________

1. How beneficial was the Summer Job Fair to you?

   Very beneficial   1   2   3   4   5   Not beneficial

2. Where did you hear about the Summer Job Fair?

   _____Radio   _____Newspaper

   _____TV   _____Brochure

   _____Friend   _____CPPC Representative

   _____Flyer   _____Other

3. What types of opportunities would you like to see represented at the Summer Job Fair next year?

4. Where have you held summer jobs previously?

5. Comments (suggestions for improvement, etc.)

Summer Job Fair

EMPLOYER EVALUATION:

Representative ____

Organization ____

Address ____

____

____

Telephone ____

1. Has the Summer Job Fair been beneficial to your organization?

2. Are you interested in attending next year?

3. Next year's fair is set for Wednesday, February 6, 1980.
   Would another day be better?

4. Did we fail to provide adequate information prior to your arrival?

5. Were the facilities provided you adquate?

6. What is your preliminary assessment for hiring any UMC students you saw today?

7. Comments

Title of Community-based Practice: College Opportunities Nights
(4 nights in one week period)

Suggested levels for use: All levels with format and emphasis changed
depending on level.

Description of the Practice:

Co-sponsored by the career development center and academic departments, this practice involves informal seminars each focused on a career area. Both students and alumni are encouraged to participate.

Sample Objectives:

- To make community and students more aware of BCCC's Services & programs
- To provide participants of an opportunity to speak to career representatives
- To provide information on 4 year transfer institutions

Planning Checklist:

- Plan format and date
- Contact participants (career, faculty, college representatives, student services)
- Develop publicity
- Development of physical space
- Evaluation by speakers and participants

Procedures for Gaining Support of the Practice:

- Letter to all faculty and offices on campus explaining project
- Project is a combined effort of 5 different offices on campus

Possible Barriers to Implementation:

- Strong publicity is a must.
- Speakers unable to attend (last minute complications)
- Faculty support in realeasing evening classes so they could attend event

Management Considerations:

- Planning format
- Budget for coffee
- Contact speakers
- Publicity (internal and external)
- Evaluation

Evaluation Procedures Recommended:

- Participants written evaluation before leave
- Evaluation form sent to participants

Other Pertinent Information:

Project was presented in one large area and conducted in an informal manner.

Source of this Practice:

Ronald A. Turak, Coordinator
Bucks County Community College
Career Development Center
Newtown, PA 18940

(215) 968-5861

Title of Community-based Practice *Career Awareness Days -- Native* Sons and Daughters

Suggested level(s) for use (elementary, middle/junior high school, college/ university, adult) Postsecondary

Description of the practice

In this two-day practice, students graduating from postsecondary schools have an opportunity to interview with the leading employers in the state, the primary purpose being career exposure rather than employment. Students complete resume forms prior to their interview with the employers and, in some instances, receive job offers from the employers.

Sample Objective(s)

1) To provide an informal forum for students and prospective employers within the State to discuss in general what Maine can offer to its Native Sons and Daughters. 2) To enable students to carry on a large number of interviews within a concentrated period of time. 3) To help employers put on an intensive recruiting campaign without the expense of sending personnel all over the State.

Planning Checklist

1) Approval by boards of sponsoring organizations. 2) Overall organization -- committees, dates, coordinators. 3) Assign responsbilities for each sommittee. 4) Establish implementation timetable. 5) Detailed checklist for last week, D-Day, and followup.

Resources Needed

1. A large facility such as a gymnasium.
2. Funding from fees paid by exhibitors.
3. In-kind services from event sponsors.
4. Equipment -- copiers, booths, tables and chairs.
5. Food -- coffee, donuts, lunches.
6. Materials -- surveys, food order forms, participant booklets.

Procedures for Gaining Support of the Practice

1) Approval by governing boards, top administrators of sponsoring organizations and participating companies. 2) Thorough media campaign beginning early and continuing after the event. 3) Series of letters, personal contact, calls about the event to sponsors and schools with potential student participants. 4) A well-planned and implemented event plus adequate followup.

Possible Barriers to Implementation

1) Misunderstanding of the purposes of the activity and lack of support by the top executives of participating companies and agencies. 2) Inadequate funding. 3) Poor planning/organization and/or failure to

Title of Community-based Practice: Career Events of the Month

Suggested levels for use: high school, community college, and college and University

Description of this practice:

The career information center of a Missouri community college sponsors monthly career-related events in collaboration with student groups, faculty members, and community. Open to community members, including high school students, the series includes a variety of activities ranging from panel discussions to mini fairs to lecture/discussions.

Sample Objectives:

To publicize the career resource center

To make career information available on an outreach basis

Planning Checklist:

Determine student needs for and interest in career information.

Set up a planning committee consisting of faculty, students, and counselor.

Arrange for speakers, films, etc.

Arrange for facilities and publicity.

Plan evaluation process.

Resources Needed:

School and community resource persons

Suitable facilities

Procedures for Gaining Support of the Practice:

Involve representatives of faculty, student body, and counseling staff in the planning process.

Plan effective publicity techniques.

Use results of evaluations in future planning.

Possible Barriers to Implementation:

Lack of time for effective planning

Conflicting commitments that may limit attendance at events

Evaluation Procedures Recommended:

Checklist evaluation completed by audience

Evaluation completed by program participants

Evaluation summarized by the planning committee

Other Pertinent Information:

It is important that the potential audience be represented on the planning committee.

Source of this practice:

Marie T. Bergmann, Coordinator
St. Louis Community College
at Meramec
Career Information Center
11333 Big Bend Boulevard
St. Louis, Missouri 63122

314 - 966 - 7575

Title of Community-based Practice: Women's Career Fair

Suggested level for use: postsecondary

Description of the practice:

Invited over one hundred working women to share information about their jobs/careers (including how they got where they were, what they actually did, etc.) with women in the process of making a career choice. Participants received a map and could wander about talking one to one with any of the resource people. Some women in crafts demonstrated their crafts (weaving, silk screen) and the food was catered by a woman caterer.

Planning Checklist:

Write letter of invitation to all resource persons requesting their participation in the fair.

Contact all women in local media and secure a commitment on how each would use her work to publicize the fair.

Resources Needed:

Since this is a low-budget fair, the resources needed are many volunteers and a steering committee composed of faculty, students, and community women.

Procedures for Gaining Support of the Practice:

Repeat the fair.

Keep thanking people.

Possible barriers to Implementation:

Competition with other community activities. Avoid by checking local calendar.

Holding fair during times when large numbers of students are away from campus.

Evaluation Procedures:

Resource people and participants should evaluate the event.

Source of this practice:

Dr. Jacquelyn B. Tulloch
Piedmont Virginia Community College
Route 6, Box 1 A
Charlottesville, VA

804 - 977 - 3900, extension 311

Title of Community-based Practice: Career Development and Decision-Making Day

Suggested level for use: Postsecondary

Description of the practice:

Held at a community location, this day-long Illinois practice is sponsored by a community college for reentering adults or mid-career changers. The morning program consists of presentations on several topics including a panel of women who now have successful careers due to their training at the college.

Sample Objectives:

To encourage adults entering the job market after a long absence or career changers to explore non-conventional work opportunities

To help individuals clarify their values as they relate to work

To assist individuals identify skills they already have

To acquaint participants with the decision-making process to help them identify work goals and methods of researching careers

Planning Checklist:

Publicity -- Develop outline of program and provide this for panel members as well as giving them an outline of possible questions they should be prepared to answer.

Review program to be presented with presentors. A meeting would be called for this purpose.

Write news releases for the press and for the Adult Career Resource Center newsletter.

Resources Needed:

A variety of handouts: program, printouts from the United States Department of Labor, exercises related to values clarification and decisionmaking

Procedures for Gaining Support of the Practice:

Publicizing event in newsletter of the college

Notices placed appropriately around the college campus

Contacts with the press

Evaluation Procedure Recommended:

At the end of the program, hand out written evaluation for participants to complete.

Source of this practice:

Ms. Patricia Handzel, Director
Office of Community Outreach
Oakton Community College

7900 N. Nagle

Morton Grove, IL 60053

967 - 5120, extension 350

V - 4

Title of Community-based Practice: Academic Internship (Paid or Unpaid) With Many Options

Suggested level for use: Postsecondary

Description of the practice:

- Teaching or tutoring
- Social Service
- Understudying with an individual or group
- Working in a laboratory
- Newspaper/Radio/TV
- Interior Design
- Museum
- Art Therapy
- Environmental Research

Sample Objective:

To provide students at the junior and senior level an opportunity to utilize their academic major in a work setting. This may be paid or volunteer and academic credit is a component.

Planning Checklist:

- Background course work
- Contacts within the community who might provide appropriate experience and supervision
- Contract forms
- Evaluation procedure

Resources Needed

- Lists within departments of possibilities for internships
- Faculty to direct internships
- Supervisors on site

Procedures for Gaining Support of the Practice:

Involve faculty in getting support of the concept.

Disseminate information to students.

Encourage student-designed internships.

Use successful interns to publicize experience.

Possible Barriers to Implementation:

Lack of faculty support

Lack of creative thinking

Course scheduling

Narrow interpretation of linking major to work world

Management Consideration:

How do you equate faculty supervision of internships with teaching assignments?

Evaluation Procedures Recommended:

It is recommended that faculty member, student, and supervisor all have input. Criteria should be clearly determined before the internship.

Other Pertinent Information:

Students have indicated that internships have been very valuable experiences for them in linking their education to the world of work.

Source of this Practice:

Sister Eileen Mary Collins
Ursuline College
Lander Road and Fairmount Boulevard
Pepper Pike
Cleveland, OH 44124

216 - 449 - 4200

V - 6

Title of Community-based Practice: LIVE (Learn, Intern, Volunteer, Evaluate)

Suggested level for use: postsecondary/adult

Description of the practice: This is a two-semester practice designed for reentering women. The first semester involves learning and volunteering and the second centers around an internship.

Sample Objective:

To provide skill development, counseling, and actual work experience for twenty reentry women

Planning Checklist:

Recruitment

Budget

Class outline

Internship development

Resources Needed:

Public relations people

Classrooms

Faculty

Procedures for Gaining Support of the Practice:

Small group sessions

Individual counseling

Possible Barriers to Implementation:

Lack of internship

Incomplete counseling

Insufficient supervision of internships

Management Considerations:

Time, Space, and money

Evaluation Procedures Recommended:

At end of three months, nine months, and one year

Other Pertinent Information:

A brochure about LIVE is available.

Source of this practice:

Name Barbara Sherman

School/College/Other Organization Community Services

Middlesex Community College

Address Springs Road

Bedford, MA 01730

Telephone

V - 6

Title of Community-based Practice: LIVE (Learn, Intern, Volunteer, Evaluate)

Suggested level for use: postsecondary/adult

Description of the practice: This is a two-semester practice designed for reentering women. The first semester involves learning and volunteering and the second centers around an internship.

Sample Objective:

To provide skill development, counseling, and actual work experience for twenty reentry women

Planning Checklist:

Recruitment

Budget

Class outline

Internship development

Resources Needed:

Public relations people

Classrooms

Faculty

Procedures for Gaining Support of the Practice:

Small group sessions

Individual counseling

Possible Barriers to Implementation:

Lack of internship

Incomplete counseling

Insufficient supervision of internships

Management Considerations:

Time, Space, and money

Evaluation Procedures Recommended:

At end of three months, nine months, and one year

Other Pertinent Information:

A brochure about LIVE is available.

Source of this practice:

Name Barbara Sherman

School/College/Other Organization Community Services

Middlesex Community College

Address Springs Road

Bedford, MA 01730

Telephone

Information for V - 6

How-to-do-it Manuals of

Proven Community-based Career Guidance Practices

Title of Community-based Practice: LIVE (Learn, Intern, Volunteer, Evaluate)

Suggested level (s) for use (elementary, secondary, postsecondary)

Description of the practice:

This two-semester practice includes na internship which is the major thrust of the second semester.

Sample Objective (s)

Provide skill development, counseling and actual work experience for 20 reentry women

Planning Checklist

Recruitment
Budget
Class outline
Internship development

Resources Needed

Public relations people
Class rooms
Faculty

Procedures for Gaining Support of the Practice

Small group sessions
Individual counseling

Possible Bariers to Implementation

Lack of internship
Incomplete counseling
Insufficient supervision of internships

Management Considerations

Time - space - money

Evaluation Procedures Recommended

At end of 3 months
At end of 9 months
One year later

Other Pertinent Information or Comments (such as possible variations)

Due to our time constraints we are unable to provide more detailed information. Please find brochure attached.

a brochure about LIVE is available.

Source (s) of this practice:

Name Barbara Sherman, Community Services

School/College/ Other organization

Middlesex Community College

Address Springs Road

Bedford, MA 01730

Telephone ________ (area) ________________ (number)

Title of Community-based Practice: Variable Academic Credit for Career Related Work Experiences

Suggested level for use: Postsecondary

Description of the practice:

This college-level practice enables a student to gain credit for work experience in an academic area in which he/she is interested.

Sample Objectives:

To correlate between classroom study and the practical work experience

To explore careers

To provide an introduction to a work atmosphere

To strengthen skills

Planning Checklist:

Dates for the following must be decided:

Interview with student

Coordinating the initial contact with agency

Evaluation checklist to employer

Transmission of results to academic department

Return of recorded earned credit to R. W. E. office

Resources Needed: Businesses and agencies in the area willing to supervise such an experience

Procedures for Gaining Support of the Practice:

Support of Academic Dean and Academic Program and Policies Committee

Meeting with faculty involved

Circulation of policy and procedures to all faculty

Possible Barrier to Implementation:

Failure to communicate adequately to all segments of the college community

Management Consideration:

Dates for each phase of the program must be set up in advance.

Evaluation Procedures Recommended:

Determination of credits on the basis of hours

Assigned correlated project

Evaluation of employers and faculty-student conference

Other Pertinent Information:

Dates for each phase of the program must be set up in advance.

Sample registration form and evaluation form are enclosed.

Source of this practice:

Sister Therese Donnelly
Elizabeth Seton College
1061 North Broadway
Yonkers, NY 10700

FIELD INSTRUCTION RATING REPORT

Student's Name

Work Period From: To:

Agency or School:

ABILITY TO GET ALONG WITH PEOPLE 1. Clients 2. Supervisors 3. Associates	Disturbing influence	Somewhat contrary	Usually Agreeable	Gets along well with everybody
INITIATIVE	Observes things to be done and assumes responsibility	Works well without being told	Capable in routine matters only	Must be told and supervised
RELIABILITY	Irresponsible	Sometimes undependable	Usually can be relied on	Follow through on all jobs
ATTITUDE	Professional approach, eager to learn	Interested in job assignment	Casual	Indifferent
COURTESY	Rude or abrupt	Frequently impolite	Usually thoughtful	Especially tactful and considerate
PERSONALITY	Exceptionally poised, alert	Self-assured, enthusiastic	Shy and retiring	Pleasant, but lacks force
GROOMING	Untidy	Somewhat careless	Neat	Well-groomed and business-like in appearance

PROCEDURES - RELATED WORK EXPERIENCE PROGRAM

1. Students in Weekend Colleges A, B, New York City and evening classes will receive R.W.E. request forms from the directors who will serve as liason with academic departments.

2. Students in the day session will receive forms from the Coordinator of Related Work Experience.

3. All day session students will be advised to contact the Chairmen of the Departments directly, who will arrange with the faculty member the moderating of the R.W.E.

4. Chairmen of Departments will be responsible to return the completed forms for the day session students to the Coordinator of Related Work Experience on or before the due dates.

5. The Coordinator of Related Work Experience will communicate the due dates to all chairmen at the beginning of each term.

6. To facilitate the students receiving their credits on time and with a view to the other administrative tasks involved in the Related Work Experience process, no forms received after the due dates can be considered.

Term ______________________

RELATED WORK EXPERIENCE - DAY DIVISION

STUDENT'S NAME: ______________________

EMPLOYER: ______________________

SUPERVISOR: ______________________

ADDRESS: ______________________

____

PHONE: ______________________

INSTRUCTOR'S APPROVAL ______________________
(signature)

NO. OF CREDITS ____ RELATED TO ______________________
(course no.) (course title)

DEPARTMENT APPROVAL: ____ APPROVED ____ NOT APPROVED BECAUSE:

____

____

DEPARTMENT CHAIRMAN'S SIGNATURE ______________________

DATE: ______________________

PLEASE RETURN TO RELATED WORK EXPERIENCE OFFICE

Related Work Experience

1. Briefly describe the duties and/or responsibilities of this employee/volunteer.

2. Has this person undertaken any special projects? If so, please describe briefly.

3. What are the areas of strength in this person's task performance?

4. What areas in this persons's task performance need strengthening?

Number of days absent: Number of times late:

Name of Supervisor: Position:

Department:

Name of Certifying Teacher:

DATE:

V - 11

Title of Community-based Practice: Reentry Internship

Suggested level for use: postsecondary/adult

Description of the practice:

In this Massachusetts practice, women wanting to explore and to expand their career options are given volunteer internships of choice.

Sample Objective:

To provide a career education/internship program for women who wish to reenter the job market or change careers

Planning Checklist:

Introduction

Structure and Program

Summary Evaluation and Recommendations

Appendices

Evaluation Procedures Recommended:

Intern Progress Reports

Final evaluations by interns, sponsors, and staff

Other Pertinent Information:

Project Re-Entry Summary Report is available for $ 5.95.

Sources of this practice:

Names Betty Baker and Herta Loeser, Co-Directors

School/College/Other Organization Civic Center and Clearinghouse, Inc.

Address 14 Beacon Street
Boston, Massachusetts 02108

Telephone 227 - 1762

Title of Community-based Practice: Industrial Exploration Day

Suggested levels for use: Junior and Senior High; Adults

Description of the practice:

From Wisconsin, this one-day experience is for individuals seriously considering industrial occupations for a career choice. The day combines morning tours with afternoon hands-on experience doing some job-related work.

Sample Objectives:

To secure information on employment requirements and opportunities in welding, electronics, drafting, and machine tool operation

To have hands-on experience in two of four areas

To meet women in these fields

To tour industries to observe workers

Planning Checklist:

Hire instructors and speakers.

Reserve rooms.

Arrange for bus and tours.

Contact women in fields.

Resources Needed:

Employers

Teachers

Women in non-traditional jobs

Procedures for Gaining Support of the Practice:

Contact media for TV and newspaper coverage.

Send thank you letters to all persons involved.

Have participants evaluate event.

Possible Barriers to Implementation:

It is difficult to schedule technical labs.

Finding instructors with awareness of sex equity and interested in women entering these jobs is also a problem.

Management Considerations:

Cost of hiring instructors

Need for a good coordinator

Source of this Practice:

Ruth Fossedal, Director/Counselor
Women's Career Development Center
Waukesha County Technical Institution
800 Main Street
Pewaukee, Wisconsin 53702

414 - 691 - 3200

Title of Community-based Practice College-level Career Exploration

Suggested level(s) for use (elementary, secondary, postsecondary) College

Description of the practice:

This is a time-variable (one-half to one day or more) career exploratory experience for students of California college. The student, assisted by the career center, completes an interest survey, works out a contract, and is placed on a site.

Sample Objective(s)

The Career Exploration Program of West Los Angeles College was designed to aid students in selecting and formulating realistic career objectives by allowing them to observe first-hand the realities of the working world in an occupation of interest to them.

Planning Checklist

N/A

Resources Needed

We have used a Community Liaison who is responsible for developing new sites within the community, as well as maintaining good public relations with the participating sites. The Program Director oversees the entire Program and handles most of the student referrals to the sites. In addition, we have employed two student workers to handle the clerical work (forms, evaluations, etc.)

Procedures for Gaining Support of the Practice

The Community Liaison makes contacts within the local business community explaining the program while soliciting their participation. Once sites are established, and students have been made aware of the program, those interested are interviewed and an appointment mutually convenient to both parties is set up at the desired site. The length and content of the visit are determined solely by the participating site.

Possible Barriers to Implementation

1. Lack of participation and support from the community.

2. Lack of awareness on the part of students concerning the existence and potential benefits of the program.

Management Considerations

Definite hours should be established and publicized, for the students to be interviewed and referred forms must also be developed including:

1. A waiver of responsibility (the student is on his/her own).
2. A contract stating the student will be on time, courteous, etc. or will be unable to use the program again.
3. A cover letter introducing the student and identifying him/her as a participant of the program.
4. A group of questions which the student can use as a guide during the interview, covering salary, mobility, etc.
5. The evaluation form mentioned above

Evaluation Procedures Recommended

The student is given an evaluation form with pertinent questions before he/she ever visits the site, and is strongly encouraged to return the form upon completing the interview. An evaluation form should also be prepared for the participating sites to obtain any feedback from them concerning the implementation of the program. The strengths and weaknesses of the project can be easily ascertained from these two sources.

Other Pertinent Information or Comments (such as possible variations)

Initiated only one year ago, the Career Exploration Program has become established as one of the most exciting and dynamic opportunities available at the Career Planning Center at West Los Angeles College.

In order to best explain the program, I have included two forms we have developed recently, a Progress Report and an explanatory letter.

Source(s) of this practice:

Name Sara Harbor, Project Director

School/College/Other organization West Los Angeles College

Address Career Exploration Program
4800 Freshman Drive, Culver City, CA 90230

Telephone (213) (area) 836-7110 (number)

Title of Community-based Practice Variable Credit Practicum

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Postsecondary

Description of the practice

This is a college-level experience taking place outside the classroom and incorporating the application of academic learning to a practical experience. Students participating are under the direct supervision of someone other than a member of the college faculty.

Sample Objective(s)

1. To establish a legitimate practical experience that will test a student's ability to apply theoretical knowledge and training in a particular occupational area and work environment by participating in operational activities, assuming responsibility and performing tasks.
2. To provide an opportunity to determine if the student has developed certain competences in decision making, planning, and accomplishing objectives, taking initiative, and demonstrating the use of mental abilities and aptitudes needed for the occupation involved in the practicum experience.
3. To obtain direct exposure by a student to a work situation in which he or she must adapt and adjust to different physical surroundings, working conditions, concerns, attitudes, and relationships.
4. To increase student career awareness and planning, evaluate the student's interests, abilities, educational objectives and activities in relation to various career opportunities.
5. To help students assess the applicability of the Alma College Academic program and the students'individual educational background to enter into a particular occupation or occupations.

Planning Checklist

1. Any student desiring a practicum experience should first discuss practicum possibilities with a faculty member with whom he/she would like to work.
2. Obtain from the Practicum Coordinator a packet of practicum forms and guidelines.
3. Complete the PRACTICUM REQUEST FORM.
4. Submit to the faculty sponsor a typed proposal and a resume. Consult the Practicum Proposal Guidelines for Proposal content.
5. If a practicum has not been arranged for you, using your resume and the ideas contained in your proposal, attempt to secure a placement. Suggestions and advice can be obtained from the Practicum Coordinator.
6. Once a placement is secured, the PRACTICUM SUPERVISOR'S EXPECTATIONS FORM must be completed.
7. Complete a MEDICAL/LIABILITY FORM.

8. Return all forms and materials to the faculty sponsor. The faculty sponsor will establish the academic requirements for the practicum and indicate them on the ACADEMIC REQUIREMENTS AND AGREEMENT FORM. Student, faculty sponsor, and department chairman's signatures are required.
9. Return all completed forms to the Practicum Coordinator.
10. Final registration will be granted by the Registrar when the ACADEMIC REQUIREMENTS AND AGREEMENT FORM with the Practicum Coordinator's signature and the MEDICAL/ABILITY FORM are presented to that office.

Resources Needed

Career Information
Possible site files
Resource person/supervisors for students' field of study
Faculty sponsors

Procedures for Gaining Support of the Practice

Faculty support and approval
Definite objectives, procedures, and capable supervision to assure students successful experiences and academic quality.

Possible Barriers to Implementation

Concept inconsistent with traditional view of liberal arts
Student expenses resulting from practicum selection - travel, accommodations.

Management Considerations

Academic quality control
Travel monies
Record-keeping system
Appropriate matching of student with both faculty sponsor and supervisor

Evaluation Procedures

Faculty
Student
Supervisor

Other Pertinent Information/Comments (such as possible variations)

PRACTICUM PROGRAM PROPOSAL GUIDELINES

Any student requesting practicum credit must prepare a typed proposal and a resume. The completed proposal must be submitted to the faculty sponsor for evaluation and acceptance. Both the practicum proposal and the practicum supervisor's expections must be reviewed by the faculty sponsor before any academic requirements are established or any credit granted.

The proposal content should include an examination of three particular areas: (1) the specifics of the placement including a job description; (2) the relationship of this practical experience to your educational objectives; (3) the purpose of the practicum.

Proposal Guidelines: Some suggested items for consideration in writing your proposal.

Part I - Specifics of the Placement

- Indicate the type of practicum you are seeking.
- Explain why you selected this particular practicum.
- List what personal qualities and skills you have that are compatible with this type of placement (i.e., mental, physical, or interest).
- Present background information on the business, agency or institution with whom you would like to have a practicum (i.e., date formed, number of employees, type of product or service, etc.)

Part II - Relationship to Educational Objectives

- Explain how this experience will relate to your academic studies.
- List the title, subject matter, instructor and grade of any course you have taken which would provide you with a suitable academic background for the practicum.
- Describe the usual type of education and/or training required for entrance into the career area.
- If entrance or success in this occupation requires additional education beyond the bachelor level, list several graduate programs that would be appropriate and reasons for selecting them.

Part III - Purpose of the Practicum

- Show how this practicum will aid your career development, career planning, decision making, and personal growth.
- Describe what insight and knowledge you can gain regarding current issues and trends, awareness of occupations and job titles.
- Explain what you intend to learn about the occupation, the organization of the business, agency or institution, and the personal qualities and characteristics of other employees.

- Indicate what personal skills or competencies you have that you will try and assess.
- List the working conditions usually associated with this job, the range of beginning salaries, the future outlook for this occupation, and identifiable opportunities in the career area.

Source(s) of this practice

Name F. Van Edgerton, Director of Placement and Coordinator of Practicums

School/College/Other organization Alma College

Address Alma, Michigan 48801

Telephone 517 (area) 463-2141, Ext. 240 (number)

Title of Community-based Practice: Trading Post

Suggested level for use: Adult Re-entering Students

Description of the practice:

This practice is a vehicle for individuals to barter their life experience or craft or skill in exchange for gaining new knowledge from others.

Sample Objective:

To provide an opportunity to adults to trade their expertise for credit courses at the college level by teaching a workshop or brief course in a skill, craft, subject they are familiar with

Resources Needed:

Space and publicity resources

Procedure for Gaining Support of the Practice:

Much publicity

Possible Barriers to Implementation:

Lack of interested people who have the initiative to develop a curriculum around their expertise

Management Considerations:

No income produced. Strictly a community service of value as public relations for the institution.

Evaluation Procedure Recommended:

Feedback from course participants about the instructor to determine continuation of specific course

Source of this Practice:

Lila Hexner
Middlesex Community College
Community Services/Continuing Education
P. O. Box T
Bedford, MA 01730

275-8910, ext. 291

Title of Community-based Practice Plan Van

Suggested level(s) for use (elementary, secondary, postsecondary) Could be used at any level but secondary or post secondary seem most appropriate.

Description of the practice

A community college operates a mobile career development center to provide community residents and high school students with information about careers, jobs, and education. Two unique features are its services to area high schools and a two-hour small group activity on self and careers.

Sample Objective(s)

1. To provide an on-site career informational resource to be used by individuals participating in a variety of weekly career choice programs.
2. To provide career information and resources to county residents at their convenience.
3. To provide a model mobile career resource center designed to be used in demonstration to statewide counseling professionals.

Planning Checklist

1. Compile county-wide list of shopping centers, community agencies, and high schools.
2. Draft letter explaining the van and its services to guidance counselors, shopping center managers, librarians, and community agency directors at prospective van locations.
3. Schedule initial visits to future van locations to resolve technical and procedural aspects of up-coming programs.
4. Communicate to school counselors the expectations for them prior to the van's arrival (see list).

Resources Needed

1. Staffing
2. Mobile vehicle, such as a motor home.
3. A/V equipment
4. Occupational information materials
5. Funding for on-going costs -- personnel, operation, maintenance, and repair; replacement of and addition to resource materials.

Procedures for Gaining Support of the Practice

1. Communication with school and community persons as well as students concerning the purposes and services of the van (slide-tape show)
2. Concern for and actions to assure that agreed upon details and procedures are followed.
3. A well planned and implemented program and a large variety of materials.

Possible Barriers to Implementation

1. Unconcern for promotion among local organizations.
2. Limited or short-term funding.
3. Administration's lack of commitment to going community based.
4. Improperly trained and/or committed staff.

Management Considerations

1. Scheduling
2. Maintaining up-to-date materials and techniques.
3. Maintenance and repair of the mobile van.
4. Promotion among organizations.
5. Articulation of the van activities with those of the schools, including follow-up/follow-through.
6. Improvement and/or modification of services based on sound evaluation by users and others.

Evaluation Procedures Recommended

Each user is asked to complete an evaluation (enclosed).

Other Pertinent Information or Comments (such as possible variations)

From earlier stages when the van was simply opened for the community to browse the resources, the present developmental stage now includes a pre-planned career development program, "Planning Your Career," for use with small groups.

Source(s) of this practice

Name Thomas W. Lugg

School/College/Other organization Delaware County Community College

Address Route 252
Media, PA 19063

Telephone 215 (area) 353-5400 (number)

PLANNING YOUR CAREER

QUESTIONNAIRE

1. Was the information obtained helpful?

   Yes No

2. Was there enough information for you?

   Yes No

3. Did you have enough time to complete your project?

   Yes No

4. Would you like to use the "Plan Van" again at your school?

   Yes No

5. Were all the directions clear?

   Yes No

6. Would you like to see more career education materials used in your classes?

   Yes No

7. Was the material helpful in choosing your own career options?

   Yes No

8. Were you able to narrow down your own career choices?

   Yes No

9. Has the program helped you in thinking about related career choices?

   Yes No

10. Overall, how do you feel the program was presented?

11. What improvements should be made in the program?

12. Additional comments:

INTERVIEWER

EVALUATION FORM

COMPANY ____________________

STREET ____________________

CITY ____________________ STATE ____________________

NAME OF INTERVIEWER ____________________ PHONE & EXT. ____________

1. Do you feel that the program is worthwhile? ____________________
2. Number of students hired or scheduled for follow-up interview ____________
3. How many students did you interview? ____________________
4. Out of the _____ students you interviewed, what number of students were worth seeing? ____________________
5. Is 15 minutes sufficient time for an interview? ____________________
6. Are the facilities adequate?

   _____ Yes

   _____ No

   Comments on facilities ____________________

   ____

   ____
7. Should the program be held next year? ____________________
8. Other comments ____________________

   ____

   ____

STUDENT EVALUATION FORM

1. Name of School ______________________________

2. Number of interviews you attended ____________

3. Prior to the Job Opportunity Forum, have you had interviews for a full-time job?

_____ Yes If yes, at school _____

_____ No at other place or program _____

4. Do you feel that this program should be continued?

_____ Yes _____ No

5. Comments regarding company representatives:

____

____

____

____

6. Suggestions for improving the program:

____

____

____

7. _____ Male _____ Female

8. Your major in school ______________________________

9. Types of jobs you are looking for:

a. ______________________________

b. ______________________________

c. ______________________________

10. Were you offered a job today?

_____ Yes _____ No

11. If yes, did you accept the job?

_____ Yes _____ No

12. If you did not accept, why not?

____

____

____

Title of Community-based Practice: Careers on the Move

Suggested level for use: Secondary, post-secondary

Description of the Practice:

A Missouri community college is able to both publicize its career planning and placement center and make resources available to students and other community members with this mobile activity. Essentially, it involves moving appropriate materials to high traffic areas on campus and in the community, such as shopping malls.

Sample Objectives:

To publicize the career resource center
To make resources available on an outreach basis

Planning Checklist:

Determine resources to be moved.
Determine outreach location.
Arrange for staffing.
Arrange for transporting of resources.

Resources Needed:

Selected items from the career resources center
Display racks, tables, bulletin boards

Procedure for Gaining Support of the Practice;

Discuss activity with supervisor.

Possible Barrier to Implementation:

Difficulty of transporting resources

Management Consideration:

Arranging schedule for staff members

Evaluation Procedures Recommended:

Maintain traffic count of persons reached.
Keep record of questions asked and resources used.

Other Pertinent Information:

It is important to select areas of high traffic flow on campus, or such areas as shopping malls off campus.

Source of this Practice:

Marie T. Bergmann, Coordinator
St. Louis Community College at Meramec
Career Planning & Placement Center
11333 Big Bend Blvd., St. Louis, MO 63122

(314) 966-7575

Title of Community-based Practice: Community College Career Mobile

Suggested level for use: Community/Community College

Description of the practice:

As a menas for better serving the career-related needs of the Community, a metropolitan area Virginia Community College sends a mobile unit to high schools, shopping centers, and out-of-the-way places, such as senior centers and low-income areas. Among the many services are: testing, disseminating career information, counseling, and career planning assistance.

Sample Objective:

To take career planning and placement services into the community to serve people who don't know we are here and can't get to us.

Resources Needed:

Mobile Van (Winneabago or other such vehicle)
Duplicate career planning resources from the college career center including audio-visual aids

Procedures for Gaining Support of the Practice:

Obtain support and funds from the college administration through grants.

Possible Barriers to Implementation:

Availability of Funds

Management Considerations:

Responsibility for the driver of the van, schedule of the van, stocking the van. (The van is used by the Admissions Office for recruitment in addition to the Career Planning and Placement operations.)

Evaluation Procedures Recommended:

Keep log of the number and names of individuals who come on the van to be checked against enrollments for effectiveness of the recruitment procedure.

Source of this practice:

Lillian Amburgey, Career Development/Placement
J. Sargeant Reynolds Community College
P. O. BOx 12084
Richmond, VA 23241
(804) 264-3240

Title of Community-based Practice: Career Awareness Workshop

Suggested level for use: Professional

Description of the practice:

Each teacher goes with one company for a three-week period. During this time, he/she "holds" a minimum of ten jobs. (Cooperative effort of a chamber of commerce, public school system, and university).

Sample Objectives

The workshop is designed to enable educators to better assist their students in learning about career opportunities by:

- -Acquainting the educators with the job attitudes and the skills Needed for employment
- -Providing the educators with firsthand knowledge of the occupations available in the Toledo area
- -Furnishing educators with insights into the workings of area companies and how students might prepare for employment
- -Familiarizing educators with local companies and their operation in the day-to-day business world
- -Allowing educators to actually experience the non-teaching work world, particularly entry level jobs
- -Informing educators of educational and training opportunities for employees
- -Facilitating open communication lines between the education and business worlds.

Planning Checklist

Chamber steps

Notification of Chamber of Commerce contact
draft letter to companies
Secure Chamber approval
Mail letter and receive response
Secure list of participants
Turn list over to Career Development

Career Development steps

Contact Chamber of Commerce
Provide past evaluations and other data
Contact University of Toledo, secure instructor, review course outline
Announcement mailed to educators

Career Development steps (continued)

Registration returned
Secure Board of Education approval for participants
Notify participants of acceptance
Make arrangements for kick-off session
Secure speakers
Match companies and participants
Notify companies and participant and background
Meet with companies regarding schedule and requirements
Confirm all arrangements
begin workshop

Resources Needed

Toledo Area Chamber of Commerce
Area companies
Educators to participate
Involvement of University of Toledo for awarding credit
Coordinating staff

Procedures for Gaining Support of the Practice

The first annual career Awareness Workshop was planned and developed by the Career Development Staff in cooperation with representatives of the Toledo Area Chamber of Commerce and the College of Education, University of Toledo. Approval by the Chamber of Commerce for sponsorship included drafting a Trustees' Resolution of Support and securing its passage.

Possible Barriers to Implementation

If the program is adequately explained, detailing benefits to all participants, the barriers are nonexistent.

Management Considerations

Close coordination efforts between the schools, University and Chamber of Commerce are essential. Matching the companies and participants requires much detailed planning. Planning for the June workshop generally begins in January.

Evaluation Procedures Recommended

The Career Awareness Workshop is evaluated by all of the participants... those from education and business. There are written evaluations as well as an evaluation session with all of the participants present.

Other Pertinent Information or Comments (such as possible variations)

Source of this practice:

Name Ms. Jama Roman, Career Development Director

School/College/Other organization Toledo Public Schools

Address Manhattan Blvd. & Elm St.

Toledo, OH 43608

Telephone 726-0067 (area) (419) (number)

IX - 5

Title of Community-based Practice: Teacher Exchange

Suggested level for use: educator inservice

Description of this practice:

Teachers volunteer to spend one day each week for ten weeks in an industrial or business office.

Sample Objective:

To provide teachers with some actual employment experience in the world of work

Planning Checklist:

Secure names of volunteer teachers

Secure business sites for them to visit as above.

Coordinate educators with business leaders.

Resource Needed: A coordinator to make arrangements

Procedures for Gaining Support of the Practice:

Speak at teachers', principals' and superintendents' meetings.

Talk to business leaders.

Possible Barriers to Implementation:

Teachers are frequently reluctant to leave their classroom.

Business people are sometimes unwilling to take the time to train a new person in job functions.

Evaluation Procedure:

Teachers send a description of their experiences to our Industry-Education Council.

Source of this practice:

Mrs. Dorothea W. Sterne
Niagara Frontier Industry Education Council
2 Pleasant Avenue, West
Lancaster, New York 14086

716 - 686 - 2032

TEACHER EXCHANGE PROGRAM

What it's all about -

The Teacher Exchange Program provides opportunities for local teachers from both schools and institutions of higher education to learn more about the business world by actually joining a business, industrial or non-profit institution as a working member for a period of time.

How it works -

The sponsoring group provides a work program, in consultation with the teacher, which allows not only the teacher's active participation in the work of the organization for one day a week (for a number of weeks to be agreed upon) but exposure to the work climate and values of the organization as well. In addition, the sponsoring group has an opportunity to send one of its regular members to the teacher's school to talk about its goals and employment opportunities, as well as its service to the community. This can take place on the same day, or at a subsequent time.

Who can participate -

Any teacher whose school is a member of the Niagara Frontier Industry Education Council is welcome to join the program. Local business, industrial and non-profit organizations are encouraged to review the opportunities they could provide within such a program.

Goals of the Program -

Any teacher whose school is a member of the Niagara Frontier Industry Education Council is welcome to join the program. Local business, industrial and non-profit organizations are encouraged to review the opportunities they could provide within such a program.

Goals of the Program -

The Teacher Exchange Program seeks to provide:

a. realistic, on-the-job experience in business settings for teachers which will enable them to discuss career opportunities with their students more knowledgeably and accurately.
b. a heightened sense of mutual awareness and cooperation between private sector organizations and the educational community.
c. opportunities for members of private sector organizations to visit schools and speak with students first hand about careers in business.

Want to get involved? -

Contact - Dorothea Sterns, NFIEC, 686-2035

The Niagara Frontier Industry Education Council...a coalition of community resources...organized in response to many questions and needs affecting business, industry, labor, government and schools. Conducts numerous Cooperative Programs. The Council was established in 1973 by the Buffalo Area Chamber of Commerce and the Board of Cooperative Educational Services for Erie County's First Supervisory District, representing Erie and Niagara Counties.

TEACHER EXCHANGE PROGRAM

Responsibilities

NFIEC -

a. Sends material about the Teacher Exchange program to local businesses, industries, and non-profit organizations.
b. Contacts member school districts to garner support for the program from superintendents, principals and teachers.
c. Provides guidelines to businesses, industries and non-profit organizations to help in setting up work programs.
d. Provides contacts for interested teachers.

Business-Industry -

a. Meets with interested teachers to discuss interests and plan a work program.
b. Sets up a work program and notifies everyone within the organization who will be working with/supervising the visiting teachers of the dates and times of the visits.
c. Sends omeone to the teacher's school to talk about the organization.

Teacher -

a. Discusses interest in program with principal-arranges for leave during specific school days.
b. Phones business/industry leads provided by the Niagara Frontier Industry Education Council to set up appointment to meet.
c. Is prepared to talk about: 1) the kind of work he/she is interested in doing, 2) the skills he/she has which might be useful, 3) the kinds of things he/she wants to learn about the organization.
d. Makes specific arrangements for reporting times and dates and notifies the organization in advance when there are changes.
e. Discusses with the company representative who will be visiting the school and helps outline the presentation, including 1) age groups, 2) probable interests (e.g., secretarial, managerial, etc.).

Title of Community-based Practice Businessman/Teacher Seminar, "Planning and Managing Our Community"

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Professional

Description of the practice

Volunteer business persons and teachers meet on selected topics to explore ways for infusing world of work realism and application into classrooms. This is followed by implementation sessions by the teacher and counselors. Later, followup discussions are held to review the success of the sessions with business persons.

Sample Objective(s)

To increase understanding of the world of work by strengthening communication between teachers and the working community.

Planning Checklist

1. Topic of Seminar is chosen and date set. Five sub titles relating to the topic are established. A member of the Community Resource Adivsory Council volunteers to serve as Seminar Chairperson.
2. With the help of the Community Resource Advisory Council, 15 business-persons whose careers relate to the topic are contacted and agree to participate as presenters at the Seminar.
3. Determine where meetings will be held and make necessary arrangements.
4. Thirty teachers are invited by consultants to attend and RSVP on the invitation form indicating 3 subgroup preferences: 2 choices and 1 alternate.
5. Consultants who have teachers attending the Seminar meet to confirm Seminar goals, format and responsibilities of all participants.
6. Businesspersons meet with chairperson and confirm Seminar goals, format and responsibilities.
7. Businesspersons, teachers, and consultants are sent an agenda of the Seminar including speakers' roster, session timelines, and subgroup assignments.

Resources Needed

Staff assistance for correspondence - invitations, confirmations, other information, thank yous, etc.
Chairperson from the Community Resource Advisory Council
Substitute teachers, as needed
Materials - invitations, agendas, evaluations

Procedures for Gaining Support of the Practice

1. Joint planning and major involvement with Community Resource Advisory Council.
2. Chairperson selected from the Council.
3. Meeting of business consultants from the community to be held for determining goals, format, and responsibilities.

Possible Barriers to Implementation

1. Communication difficulties relating to purpose of the activity, roles and responsibilities, etc.
2. Lack of coordination of the planning and implementation activities.
3. Funding for substitutes, materials, staff time.

Management Considerations

1. Communicating purpose of the activities and securing support from educators, community advisory council, and business persons.
2. Planning for and insuring accountability of teachers, e.g., documentation of learning and use in the classroom.
3. Evaluation and use of same to improve the practice.
4. Arrange for funding, if necessary.
5. Coordinating the planning and implementation.

Evaluation Procedures

An evaluation meeting is held at which teachers give presentations and allow for questions. Then, an informal sharing of ideas used in the classroom is held.
An evaluation form (included) is completed for analysis by Behaviro Research Associates.

Other Pertinent Information/Comments (such as possible variations)

Followup consisted of (1) implementing a learning activity based on the seminar; (2) completing a learning activity outline or handout; and, (3) sharing seminar information with other teachers.

Source(s) of this practice

Name Joyce McKay

School/College/Other Organization Pima County Career Guidance Project

Address 545 North Camino Seco
Tucson, AZ 85710

Telephone 602 (area) 296-2397 (number)

TEACHER QUESTIONNAIRE

TEACHER/BUSINESSMEN SEMINAR

Directions: This questionnaire is in reference to the seminar you attended on "Planning and Managing our Community." Please answer all of the questions as accurately and completely as possible.

1. What grade level(s) are you teaching his year?______________________________

2. What subject(s) do you teach?______________________________

3. What classroom activities have you implemented as a result of attending the Planning and Managing Our Community Seminar?______________________________

   ____

   ____

4. Which of the following group sessions did you attend? (Check (   ) all that apply)

   City Planning _____
   Consumerism _____
   Transportation_____
   Energy & Environment _____
   Government _____

5. How much assistance did you receive by a counselor-consultant from the Developmental Career Guidance Project in planning and implementing career education activites?

   1. None 2. Very Little 3. A Little 4. A Fair Amount
   5. A Lot of Help

6. Please list the Seminar products you have utilized in the classroom. Give the number of times you have used the resource and your comments regarding the students' reactions. For example, if you have used three guest speakers directly attributable to the Seminar, you might respond as follows:

Seminar Product	Number of Times Used	Comments
Guest Speaker	3	Students took interest in speakers who brought outside materials.

Utilization of Seminar Products

Seminar Product	Number of Times Used	Comments

7. Did the materials you learned in the Seminar work well in the classroom?

1. Not at all 2. Somewhat 3. Not Sure
4. Fairly Well 5. Very Well

8. If you have discussed the Seminar with other teachers, how many have sought your assistance in acquiring community resources and materials for use in their classes?

Number of Teachers	Type of Resource Requested
_____	______________________________
	______________________________
	______________________________
	______________________________

9. In the period since the Planning & Managing Our Community Seminar, how much contact have you had with participating teachers from "feeder" schools in your area?

1. None 2. Very Little 3. A Little
4. A Fair Amount 5. A Lot

10. What recommendations or suggestions do you have that will improve future Seminars of this nature?

a. Content

b. Participants

c. Structure

Title of Community-based Practice Educator Career Alternatives

Suggested level(s) for use (elementary, middle/junior high school, college/university, adult) Mid-range educators

Description of the practice

A school system, a chamber of commerce, and other groups cooperatively sponsor this effort to provide information and career-related services to educators being displaced due to declining budgets. Three major activities are provided -- a computerized resume skills bank, a monthly chamber mailing to teachers, and the focal activity -- one or two Job Fair/ Workshops each school year.

Sample Objective(s)

To assist in the location of jobs for educators who have lost their jobs due to declining enrollment or who voluntarily are interested in changing careers.

Planning Checklist

1. Gain support from local companies.
2. Organize seminars and workshops.
3. Organize chamber resources to conduct the computerized Skill Bank and other services.

Resources Needed

1. Program planning committee including personnel specialists.
2. Discussion leaders for seminars and workshops.
3. Desk, telephone, and chamber staff member for operation of the Skills Bank.

Procedures for Gaining Support of the Practice

1. Gain approval of chamber board.
2. Form program committee including personnel specialists.
3. Identify target companies to write and interview CEO's.
4. Present program to local personnel association and solicit support.
5. Jointly sponsor the seminars and workshops with the local school district and the local teachers' organization.
6. Communicate with teacher-participants through their own organizations noted above.

Possible Barriers to Implementation

1. Few available entry-level management positions.
2. Lack of commitment by school and chamber leadership.
3. Stable employment situation in the schools such that the need for this activity is not perceived.
4. One or more chamber staff members with time to devote to the program.

Management Considerations

1. Identifiable coordinator of the program
2. Selection of planning committee composed of leaders or their designees from all organizations participating.
3. Communication with participating companies and with educator - participants through their own organizations.
4. Determination of changes, additional assistance needed, followup/continuation services related to the job fair/workshops.

Evaluation Procedures

1. Educator placements in business
2. Resume review prior to entry into Skills Bank
3. Subjective comments by educators attending the job fair/workshops and/or using other services provided by the chamber.

Other Pertinent Information/Comments (such as possible variations)

A possible variation would be to provide practice interviews for educators with volunteer personnel specialists.

Source(s) of this practice

Name Simon D. Grosblat, Manager, Business School Affairs

School/College/Other organization Greater Minneapolis Chamber of Commerce

Address 15 South Fifth Street
Minneapolis, Minnesota 55402

Telephone 612 (area) 339-8521 (number)

CAREER AWARENESS SEMINAR

Those who enroll for graduate credit from the Upper Division College at Utica/Rome will be expected to prepare a paper showing how this material will be used to introduce or expand the infusion of career education into their own teaching practices. This will be accomplished by determining through observation or interrogation:

1. The dominant managerial style of each employer visited and comparing it to a style identified by two or more of the authorities cited in list of references.
2. The role each site visited plays in the economic system (ecological contribution) or production cycle (from raw material to finished product).
3. The process and resources required by the employer to create additional jobs or expanded employment opportunities, and preparing a critique of the above points on a minimum of five of the 15 employers visited, or preparing an indepth report on one employer (student's choice) covering the above points.

TUITION & CREDIT: 3 semester hours graduate credit $218.05 ($178.05 to Utica/Rome, and $40.00 to Community Council on Careers).

In-Service Credit $40.00 to Community Council on Careers.

DATE: To be announced

TIME & PLACE: 4:00 p.m. each Wednesday
Places to be announced

(Tear Off) (Tear Off)

Name ____________________ School Name ____________________

Teaching Address ____________________ Zip __________

Position ____________________ Business Phone ____________________

Home Address ____________________ Zip ________ Home Phone ____________________

Please indicate which type of credit is desired: _____ Graduate

_____ In-Service

Enclose Deposit for $40.00 made payable to: Community Council on Careers

CAREER AWARENESS SEMINAR

Host Information

Your seminar session should be approximately 2 1/2 hours long with a break dividing the program at a convenient point. The program may including the following:

---Welcome and short address by an executive officer

---brief history or the organization

---tour of facility

---information of types of occupations in workforce - skills required for entry level

---employment outlook - how to gain employment - hiring procedures

---salaries and wages - fringe benefits

---union involvement - labor relations

---employer expectations

---community involvement - economic benefits

---available resources for educator's use, brochures films, film strips, slide tape presentations - other teacher aids.

The host organization may provide refreshments for the group if they wish.

The format may be altered at the discretion of the host to include any other activity which would enhance the program.

The Community Council on Careers will be please to provide additional information and assistance upon request.

Please call: 474-5495

CAREER AWARENESS SEMINAR CRITIQUE

Seminar Session:____

Seminar Host Site:______________________________________

Please rate the following: 1 (lowest) to 5 (highest)
(circle appropriate number)

Information on kinds of jobs in site:	1 2 3 4 5
Educational requirements for jobs:	1 2 3 4 5
Value of tour of site:	1 2 3 4 5
Presentation of Executive Officer:	1 2 3 4 5

Comments?____

Effectiveness of staff persons: 1 2 3 4 5

Comments?____

Overall value of site experience: 1 2 3 4 5

Comments?____

What was the most valuable part of this site experience?____________

What was the least valuable?______________________________

Please rate this overall session: 1 2 3 4 5

Signature______________________

Thank You!

IX - 10

Title of Community-based Practice: Teacher Career Awareness Seminar

Suggested levels for use: Teachers and counselors at all levels and working in all phases of the education process

Description of this practice:

Sponsored by the community council on careers, this seminar series provides teacher participants with the career composition and related information about the geographical area. The participants may earn either graduate credit or inservice credit for fifteen two and one-half hour visits to experience sites.

Sample objectives:

To introduce area educators and counsellors to local businesses, industries, and other agencies

To further their understanding of the work world their students must enter

Resources Needed:

Support from local businesses, industries, and other agencies

College support in the form of graduate credit

Interest of local educators and counselors

Procedures for Gaining Support of the Practice:

Letters to area businesses should be sent.

Media coverage of course should be sought.

Local school administrations should be interested enough to offer inservice credit for participants.

Possible Barriers to Implementation:

Lack of the above types of support for the program

A community too small to provide enough sites for a valid course

Management Consideration:

A great deal of time and effort will have to be put into organizing each class.

Evaluation Procedure Recommended;

A simple evaluation form should be used for each class.

Source of this Practice:

Kathy Stinson, Resource Coordinator

Community Council on Careers of Greater Syracuse

917 Madison Street

Syracuse, NY 13210

315 - 474 - 5495 or 5596

CAREER AWARENESS SEMINAR

Host Information

Your Seminar session should be approximately 2 1/2 hours long with a break dividing the program at a convenient point. The program may include the following:

... Welcome and short address by an executive officer

... brief history of the organization

... tour of facility

... information on types of occupations in workforce - skills required for entry level

... employment outlook - how to gain employment - hiring procedures

... salaries and wages - fringe benefits

... union involvement - labor relations

... employer expectations

... community involvement - economic benefits

... available resources for educator's use, brochures, films, film strips, slide tape presentations - other teacher aids.

The host organizations may provide refreshments for the group if they wish. The format may be altered at the discretion of the host to include any other activity which would enhance the program.

The Community Council on Careers will be pleased to provide additional information and assistance upon request.

Please call: 474-5495

Title of Community-based Practice Summer Internship

Suggested level(s) for use (elementary, secondary, postsecondary)

Educator Inservice

Description of the practice

This is a six-week summer work experience for educators combined with a sharing time each Friday afternoon. Built into the plan is also a requirement for the teacher to develop a plan of implementation for making use of the internship learnings in the classroom.

Goals and Objectives

Goals

1. Opportunity for educators to experience a work situation in industry/business/health care.
2. Opportunity for educators to share Career Education Programs between school districts.
3. Opportunity for industry/business/health care and education representatives to work together to increase their understanding of each others awareness of and commitment to Career Education.
4. Opportunity for school districts to utilize the Intern Program to enhance Career Education in their schools.
5. Opportunity for students to benefit by the educators' work experiences as these result in an increase in specific career-related programs in the schools.

Objectives

Working within an industry, the Intern will move toward these objectives:

1. To obtain information about entry-level jobs.
2. To learn about and if possible to participate in the prospective employee interview and selection process.
3. To assess and analyze reasons for rejection of job applications.
4. To learn about the process and procedures involved in the development of job specifications and wage structures.
5. Have responsibility for a project in personnel management (if appropriate).

Planning Checklist

FEBRUARY

1. Send a brochure, describing program including goals and objectives to:

   Superintendents
   Principals
   School Board President

2. Send cover letter with brochure to Superintendents and Principals informing them of the following:
   a) Educators may apply individually to the Superintendents.
   b) Applicants must submit a statement that includes why they want to be in the program, what Career Education means to them, and a completed form giving background and personal information.
   c) RACEC would like to emphasize that leadership ability are opportunity for potential impact on Career Education are important criteria for selection.
3. By end of February, the Superintendent will recommend to RACEC up to three individuals or one team from his district. It is essential for the Superintendent to be involved in the process.

MARCH

1. By March 15, the Intern Committee will make final selection.
2. By late March, first orientation meeting with Intern Coordinator:
   a) Clarification of program.
   b) Instructions for developing personal objectives.
   c) Information about placement opportunities in participating industries, businesses, and health care facilities, and a chance to list a first, second, and third choice (attempt by us to match whenever possible).
3. By late March, first orientation meeting of mentors with Intern Coordinator:
   a) Discuss guidelines for mentors.
   b) Some mentors from last year share highlights of experience.
   c) Explain "End Product" for industry.

APRIL

1. Intern assignments will be made.
2. By late April--second meeting with Mentors and Intern Coordinator
   a) Opportunity to meet and set up time for a one-to-one meeting between Intern and his Mentor.
   b) Coordinator have an Intern and Mentor from last year discuss their "successful" experiences.
   c) Interns and Mentors complete questionnaire assessing present awareness of and commitment to Career Education.
3. By late April, hold second meeting of Mentors with Interns.
4. By late April
   a) 23 selected interns will be matched by RACEC with a placement most beneifical for them (with particular attention given to their responsibilities in their school districts); and
   b) Interns meet with school personnel to define individual objectives as they relate to their schools.

MAY

1. Third meeting of Mentors and Intern Coordinators -- possible if needed during Intern Program to air concerns.
2. By late May, Interns and Mentors together plan a six week work schedule designed tobe the most useful for both the educator and his place of work. Job descriptions and/or explanation of career paths would be examples of what might be included in this work plan.

JULY

1. By early July, Interns have information about their schools' Career Education Programs ready to share at Friday meetings.
2. By the end of July, Interns are to have:
   a) Fulfilled commitment to designed work schedule.
   b) Completed individual evaluations of program.
   c) Submitted in writing to RACEC an outline of "Implementation Plans for Utilizing Intern Experience in the Classroom."

Resources Needed

1. One industry to employ and to supervise each intern.
2. Teachers and conselors.
3. Coorindator of the teacher-intern.

Procedures for Gaining Support of the Practice

1. Clear understanding of roles and responsibilities

   A. Intern Responsibility
      1. Fulfill commitment to designed work schedule.
      2. Attend weekly Friday afternoon meetings of all Interns for the purpose of reviewing their progress and sharing experiences.
      3. Complete individual evaluations of the program.
      4. Submit in writing to RACEC an outline of "Implementation Plans for Utilization of Intern Experience in the Classroom."

   B. Corporate Responsibility
      1. Select a member of staff (preferably from Personnel) to supervise the Intern.
      2. Provide appropriate orientation.
      3. Assign work projects that are appropriate to the program objectives.
      4. Provide remuneration of $900.00 to the Intern.

   C. School District Responsibility
      1. Participants are to be selected on the basis of location, interest and potential influence on the implementation of career education concepts throughout the educational system of this area.
      2. School district personnel must assist and provide the means whereby the Intern can successfully fulfill the project objectives.
      3. Provide remuneration of $300 to the Intern.

   D. Coordinator Responsibilities
      1. To assist Interns and Mentors in structuring a meaningful six week work schedule.
      2. To structure and facilitate the Friday meetings.
      3. To assist Interns and Mentors with any problems that might develop.
      4. To make on-site visits to placements.
      5. To handle communication between Interns, Mentors, and RACEC.

6. To assist in planning and facilitating an evaluation of the program.
7. To recommend up to three Interns as possible Coordinator for 1979.

2. Successful Followup

A. Interns attend ongoing Intern Meeting (3-4) during 1978-79 for the purpose of sharing results of Implementation Plans.
B. Interns make a presentation to management personnel of their placements, describing how their intern experience has had a positive effect on Career Education in their school districts, by middle of school year.
C. After Intern presentation to placement, a questionnaire will be sent to Interns and placement representatives to assess: present awareness and commitment to Career Education; change, if any; and what factors have affected this awareness and/or commitment.
D. Interns for ALL Intern Programs meet to share program implementation and results in their schools, during middle of school year.
E. Contact with superintendents during middle of school year, to assess their awareness of Intern Program.
F. Letters to interns and superintendents at end of school year, assessing effect of Intern experience in the schools.

Possible Barriers to Implementation

1. Lack of school district support.
2. Selection of an educator who is only looking for a "summer job."

Management Considerations

1. Be sensitive to problems developing between mentors/interns.
2. Coordinator makes on-site visits during six weeks.

Evaluation Procedures Recommended

1. Goal A to be measured by:
   a) educators completing the six week Intern Program,
   b) educators and mentors completing evaluations of this experience at the end of six weeks.

2. Goal B to be measured by:
   a) providing the time in three Friday afternoon meetings for Interns to share what is happening in Career Education in their schools. We're going to try inviting mentors to one of the Friday afternoon work sessions.
   b) Scheduling a meeting during 1978-79 school year at which all present and past Interns will hear presentation of unique or very successful Career Education Programs going on in the schools.

3. Goal C to be measured by:
   a) the comparison of two questionnaires. The first to be completed by Mentor and Interns at the late April meeting assessing their awareness and commitment to Career Education. The second to be completed by the same group in the middle of the school year after Interns have given presentation of school implementation to their placement personnel.

4. Goal D to be measured by:
   a) a phone call in the middle of the year to each school district superintendent ascertaining his awareness and support for the Intern in his school district. (This will be accomplished by School District visits in 1977-78.)
   b) a letter at the end of the school year to each school district superintendent reporting progress of the Intern Program and requesting some feedback as to how the Intern Program was utilized in the school district.

5. Goal E to be measured by:
   a) questionnaire completed by Interns at end of school year 1978-79, dealing with how many specific Career Education events were a result of the Intern's experience and how many students were involved.

Other Pertinent Information or Comments (such as possible variations)

The intern's remuneration is paid as follows: $1100 at end of internship and $100 in May of the following year after they have attended the three required meetings.

Source(s) of this practice

Name Kay Edwards

School/College/Other organization Rochester Area Career Education Council

Address 12 Mortimer Street
Rochester, NY 14604

Telephone 716 (area) 325-5137 (number)

Title of Community-based Practice: Executive Exchange Program

Suggested Level for use: Professional Educators

Description of the practice:

School administrators team up with executives in industry, business, labor, or government for a typical day on the job in a non-educational setting.

Sample Objective:

To sponsor a program for executives from industry and education to enable them to spend a day in each others office as a means for understanding of the others problems and challenges

Planning Checklist:

Contact the chief school officers and the members of the board of directors of the local chamber of commerce.

Procedures for Gaining Support of the Practice:

Speak at a meeting of the chief school officers association as well as at the chamber of commerce meeting for the purpose of explaining the program.

Possible Barrier to Implementation:

Busy executives hesitating to "give up a day"

Evaluation Procedure Recommended:

Secure feedback from participants.

Other Pertinent Information:

This is a very worthwhile program and gets decision makers involved with industry/education collaboration.

Source of this Practice:

Dorothea W. Sterne

NFIEC

2 Pleasant Avenue, West

Lancaster, New York 14086

686 - 2032 or 2034

Title of Community-based Practice: Share-A-Work Day

Suggested level(s) for use (elementary, secondary, postsecondary)

Teachers and administrators at all levels

Description of the practice:

Teachers go with business persons for one-half to one day into the business world. They are encouraged to bring their host back to the classroom for a day. The community action council pays for the substitute and arranges the exchange.

Sample Objective(s)

Give teachers and administrators a feel for "real" life skill application of what they are teaching.

Planning Checklist

Resources Needed

A willing community

Procedures for Gaining Support of the Practice

Careful safeguards not to "burn out" resource net., personal thank you's from participants to our organization. Word of mouth is best support.

Possible Barriers to Implementation

Providing money for substitute teachers.

Management Considerations

Don't over extend commitments to the point you can't deliver promised placements

Evaluation Procedures Recommended

Both community volunteer and teacher/administrator do a pre-expectation sheet and a post evaluation. Gauge other placements from these inter actions and comments.

Source(s) of this practice:

Name Mary A. Agria, Director

School/College/Other organization Mid-Michigan Community
Action Council

Address P. O. Box 102, Alma, Michigan 48801

Telephone 517 (area) 463-6404 463-6424 (number)

IX 18.8

Title of Community-based Practice: Business Education Day

Suggested level for use: Education at all levels

Description of the Practice:

Inservice day for teachers to spend one-half day in a business meeting, including debriefing time. The reverse is E-B Day, where business individuals spend one-half day in the schools.

Sample Objectives:

- To increase communication and understanding between school & community
- To increase staff knowledge of how to use the community as a learning laboratory

Planning Checklist:

- Staff orientation
- Community orientation
- Time schedules

Procedures for Gaining Support of the Practice:

- A k-12 manager of CED effort
- An advisory committee
- A placement procedure

Possible Barriers to Implementation:

- Having too narrow a scope
- Not having the community back to the school
- To make it a two-way process

Evaluation Procedures Recommended:

- Staff host reaction survey
- Follow-up staff use of community resources

Other Pertinent Information:

- Do early in CED effort with interested volunteers - not everyone
- Orient to career development and life, not just a promotion of free enterprise or concerns of management only.

Souurce of this practice:

Dr. Arland Benson, Project Director
Independent School District #623
1251 W. County Rd., B-2
Roseville, Minn. 55113

(612) 484-7202

Title of Community-based Practice: Teacher Shadow Program

Suggested levels for use: Elementary, middle/junior high school, high school

Description of this practice:

This Colorado multi-district teacher practice with some community financial support is designed to achieve three objectives: (1) find out more about the community in general, (2) to learn first hand the actual procedures of a particular career, and to obtain materials and teaching applications. Teachers from elementary through secondary levels may elect to participate with a choice of either one half or whole day experience.

Sample Objectives:

To give teachers the opportunity to find out more about their community

To see first hand the actual procedures of a particular career

To carry back to the classroom materials and ideas

Planning Checklists: See attached lists for teachers and community participants.

Resources Needed:

List of community participants and the careers they represent is helpful, but not necessary.

Procedures for Gaining Support of the Practice:

The idea came from the business community. Keep it in front of teachers with flyers, presentations. Many (80 %) of the teachers have come through the educational system without knowing much about the outside world. They may be reluctant, so start with small successes. Note: 1 % of business persons have been educators.

Possible Barriers to Implementation:

Teacher reluctance based on fear

Released time for teachers (our community has contributed to make this possible)

Administrators

Management Considerations:

Setting up a substitute teacher

Allocating dollars to program

Setting up appropriate schedules (varies from school district to school district)

Evaluation Procedures Recommended:

Feedback on success of each shadow is recommended.

Follow up with an evaluation instrument (not developed in our area) is recommended.

Other Pertinent Information:

Publicity and success are key elements.

Have educators and the community work together when setting up the teacher shadow program.

Source of this practice:

Phil Friedrich, Coordinator

Community Resource Center

7300 Lowell Boulevard

Denver, Colorado 80030

303 - 428 - 3709

303 - 428 - 2600 (For messages)

QUESTIONS OF INTEREST TO STUDENTS

Elementary, Grades K-6

-What do you do on your job?
-How did you become interested in your occupation?
-How does your work help people in the community?
-What are the working and safety conditions like?
-What school subjects do you use most often?
-What equipment and tools to you use in your job?

Junior High, Grades 7-9

(In addition to any or all of the above)

-Are the basic skills (3 R's) important in your job or for advancement?
-Is a good school record helpful?
-What character or personality traits, interests or abilities are important in job success?
-What high school courses and post-high school training is needed or helpful?
-What are the advantages and disadvantages of your occupation?
-What is the salary range and what are the fringe benefits?
-What does your company expect from job applicants and employees?

Senior High, Grades 10-12

(In addition to any or all of the above)

-What type of advancement opportunity is there in your occupation?
-How creative can you be in your job?
-How much stability and security is in the job?
-What part do unions play regarding your job?
-How does the occupation affect one's personal life?
-How will technology affect your occupation?
-What kind of experience is important in being hired for this job?
-How does a person find this type of job and get hired?
-In what other occupational areas could you use your knowledge and skills?

Teacher Checklist
Teacher Shadow Program

____1. Decide which resource experience you would like (in class resource speaker, field trip, student shadow program, curricula resource advisor or teacher shadow program).

____2. Decide what your students and/or you want to learn and how the resource experience will be integrated within your curriculum.

____3. Fill out the request form. NOTE: Please be specific as this will enable us to process your request much faster. Use the Community Resource Center Reference Book to identify specific careers and their reference numbers. NOTE: If you would like more than one presentation from the same resource person, indicate the number of presentation in the space provided.

____4. Send or phone in request(s). NOTE: Please allow 15 working days advance notice. NOTE: You will receive a confirmation/evaluation form confirming your request. If there are any problems in locating your resource, we will notify you.

____5. Call the resource person. NOTE: it is a good idea to verify the information they should already have received, let the resource person know about any additional details you feel would assist in their presentation, obtain some information about the resource person so that the student(s) and/or you will have some idea about the guest or visit, describe the preparatory and follow-up activities you have planned and how the resource experience relates to your total program and discuss any specific items you would like the resource person to cover. NOTE: Please clear up any details and/or problems you foresee at this time.

____6. Show appreciation. NOTE: Express formal appreciation at the conclusion of the resource experience. NOTE: You and/or your students should write a "Thank You" note to the resource person. It will be greatly appreciated.

____7. Please fill out the evaluation and return the entire confirmation/evaluation card to the Community Resource Center after your presentation. This will assist us in our continuing efforts to improve the quality of this type of experience from the point of view of the resource person, teacher, and student(s).

Additional Check List

____1. Request a professional leave day. NOTE: This release time will be paid by the Community Resource Center budget established within your district.

____2. Call the business person to confirm your visit. NOTE: Discuss any objectives you would like to accomplish. NOTE: Make sure you know the directions to the place you are going to visit.

____3. Prepare a list of questions to ask before the visit. Other questions may arise during and after the visit.

____4. When you arrive, establish beackground information on yourself.

____5. Ask about any guidelines governing your visit.

____6. Offer the business person the opportunity to visit your classroom for a period or two.

____7. Write a thank you note to your business host.

Visitation To Another School

If you are visiting a career education activity going on at another school, you should follow the above check list with the teacher whose school and activity you will be visiting.

Title of Community-based Practice: Employability Skills Training for Teachers

Suggested levels for use: Senior high, Community college, University

Description of the practice:

This Michigan practice is designed to provide educators training in how to teach employability skills to students. Several approaches are used in this activity, including simulation, skits, role playing, and games.

Sample Objectives:

To acquaint teachers with curriculum content

To teach or review the use of relevant pedagogical skills

To involve participants in games, skits and demonstrations needed for implementation

Planning Checklist:

Select training team.

Prepare training team.

Secure one set of curriculum materials per participant.

Have small group breakdown rooms with ten persons assigned to each group.

Secure audiovisual hardware.

Prepare handouts, e. g. evaluations.

Resources Needed:

Audiovisual software, hardware

Curriculum materials

Skit and game materials

Skit outfits for trainers

Procedure for Gaining Support of the Practice:

Include only interested personnel at first. Get them excited about the action-oriented approach to delivering employability skills to students.

Other Pertinent Information:

This has been a very positive project for us. We feel we have had a real impact on students. Our workshop evaluations have been very positive. To date, we have had approximately forty workshops with 1200 teachers, counselors, and administrators as participants.

Source of this practice:

Dr. Eugene Trotter
Michigan State University
120 Agriculture Hall
East Lansing, MI 48823

517 - 355 - 0190

Title of Community-Based Practice: Teacher Work Exposure

Suggested level for use: Educator Inservice

Description of the Practice:

By means of this practice, an educator may spend from 8 to 40 hours working in a business or agency relating to his or her teaching area, receiving a stipend for the experience. Built into the requirements is a follow-up plan to be filed one week after the work exposure, a fall semester implementation of the follow-up plan, and a sharing session with other teachers.

Sample Objectives:

1. To provide educators with on-site exposure to the world of work
2. To bring about increased communication between the "real world" of the community and the "academic world" of the classroom

Planning Checklist:

- Applicants complete application packet by April 13.
- Applications are reviewed and teachers notified by April 25.
- Inservice session is set and conducted for participants to clarify objectives and requirements.
- Schedule work exposure experience.

Resources Needed:

- Community resource organizations/individuals willing to work with participants
- Funds for teacher stipends ($ 25 per 8 hours up to 40 hours)
- Forms for application, evaluation, follow-up

valuation Procedures Recommended:

1. Criteria used for selection of applicants (list included)
2. Employer report
3. On-site monitoring report completed by consultant
4. Evaluation by teacher-participants

ther Pertinent Information or Comments:

Applicant packet includes:

1) work exposure application
2) signed teacher work exposure agreement, and
3) a work exposure activity plan.

Follow-up activity plan form is included.

ource of this Practice:

Joyce McKay
Pima County Career Guidance Project
545 N. Camino Seco
Tucson, AZ 85715

(602) 296-2397, 8

DEVELOPMENT CAREER GUIDANCE PROJECT
Tucson, Arizona 85719

Application for Teacher Work Exposure

NAME:______________________ POSITION:______________

School:______________________ Grade/Subject:______________

Home Address:____

Home Phone:______________________ Consultant:______________

1. Why do you wish to participate in the Teacher Work Exposure Program?

2. Chosen Work site:

3. Proposed Work Schedule:

   8 hours_____ 16 hours_____ 24 hours_____ 32 hours_____ 40 hours_____

   Beginning Date______________ Ending Date______________

4. Discuss your anticipated involvement at the work site.

5. Describe how you plan to integrate your work experience into the instructional activities for the first semester of the coming school year.

Accepted applicants will agree to:

.sign a TEACHER WORK EXPOSURE AGREEMENT
.complete a TEACHER WORK EXPOSURE ACTIVITY PLAN with the business participant before submitting the application
.complete a written FOLLOW UP ACTIVITY PLAN within 1 week after work exposure is finished

before the stipend can be issued.

Criteria for Acceptance of Applications

1. Applicants purpose for applying to the program.
2. Information or skills applicant plans to obtain from the work site.
3. How the information or skill learned will be integrated into instructional activities.
4. How well the work experience relates to the applicants subject area.
5. Degree to which the instructional activity relates to student needs and interests.
6. Extent to which the work experience will be shared with other teachers in your school.
7. Relevance of the instructional activity to Career Education goals.
8. Innovation and originality.
9. Completeness of Application, Agreement, and Activity Plan.

TEACHER WORK EXPOSURE

Follow Up Activity Plan

NAME:________________________________ SCHOOL:______________________

I certify that ________ house of work exposure were completed at ________

____

________________________ PARTICIPANT

________________________ BUSINESSPERSON

________________________ DATE

PARTICIPANT: Please briefly outline activities you plan to use with students following your Work Exposure and submit outline to Project office within two weeks after exposure is completed.

GOAL:

CLASS TIME INVOLVED:

MATERIALS:

ACTIVITY OUTLINE:

Title of Community-based Practice: One Day Symposium on Health Careers

Suggested level(s) for use (elementary, secondary, postsecondary)

Educators (counselors, teachers) in junior and senior high

Description of the practice:

Science/health educators in junior and senior high schools of a local Ohio district meet annually with individuals from the local medical academy in a sumposium designed to provide pertinent job opportunity information for the health cluster. The day-long session is focused on different health-related areas each year.

Sample Objective(s)

To acquaint high school counselors and science/health teachers with job opportunities in the USOE health job cluster.

Planning Checklist

- task force meeting
- select speakers
- send out invitations
- select time, date, place
- follow up reminder
- collect & order materials
- prepare agenda and handouts
- compile all handouts
- arrange for lunch
- hold session
- evaluate session
- task force wrap up

Resources Needed

- speakers representing all areas within the health cluster
- coordinating board (schools and medical auxiliary)
- facilities (room, lecture stand, tables, chairs, paper, pencils)
- hand outs (agenda, printed data on jobs in health cluster)

Procedures for Gaining Support of the Practice

- task force and coordination committee between school and medical auxiliary
- approval of superintendent
- approval of Medical Auxiliary

Possible Barriers to Implementation

- bad weather

Management Considerations

- establish time line
- coordination between schools and Auxiliary

Evaluation Procedures Recommended

- evaluation form completed by counselors/teachers who attend seminar
- evaluation by task force committee

Other Pertinent Information or Comments (such as possible variations)

The symposiumwas designed to meet the needs of educators to become more familiar with job opportunities in the health field. The vocational committee of the Auxiliary to the Lucas County Medical Academy saw the same need and wanted to assist in providing this information. The program is scheduled annually and emphasizes different areas in the health cluster each year. Packets of information on careers, schools, license requirements, etc. are distributed to all participants. There are to be shared with other counselors and teachers.

Source(s) of this practice.

Name Mrs. Jama Roman, Career Development Supervisor

School/College/Other organization Toledo Public Schools

Address Manhattan Blvd. and Elm St.
Toledo, Ohio 43608

Telephone 419 (area) 726-0067 (number)

Title of Community-based Practice: Business/Industry Tours for Teachers

Suggested level for use: Educator Inservice (High School Teachers)

Description of the practice:

This practice is designed to create an interface between parents, educators, students, and the business world by means of several activities. These are: exposing the classroom teacher to the world of work and the implications it provides for the classroom environment; extending the awareness of student career potential in the local area; providing business/industry the opportunity to identify their needs in reference to school programs;and permitting business/industry to explain the services they can provide to the classroom teacher.

Sample Objectives:

To give the teacher an overview of the functions of a specific industry or business

To acquaint the teacher with the specific occupations associated with that industry or business

To identify for the teacher the duties and responsibilities of workers in those occupations

To expose the teacher to the kind of school experiences that a student must acquire before engaging in the actual work activity

To give local business/industry an opportunity to inform teachers how the schools can help meet their needs and ways in which reciprocal help can be given

Planning Checklist:

- Selection of site
- Orientation of participating business
- Selection of teacher particieipants
- Information about tour to teachers and administrators
- Media coverage, if possible
- Printed materials

Resources Needed:

- Host businesses
- Teacher participants
- Reproduction of printed materials for teachers

Procedure for gaining Support of the Practice:

- Send invitation to school board members and school administrators

Possible Barriers to Implementation:

- Lack of funds to allow for release time for the classroom teacher participating in the tours
- Lack of communication within the school system

Evaluation Procedures Recommended:

- Written evaluation from teachers
- Verbal evaluation from business participants
- Suggest follow up evaluation of teachers at end of year concerning use of tour information in the classroom

Source of this practice:

Ms. Donna Groh, Occupational Specialist
Guidance Services
School Board of Sarasota County
2418 Hatton Street, Sarasota, FL
953 - 5000 (813)

Agenda

CAREER DAY FOR TEACHERS

8:30	Overview of Company Operations
9:30	Orientation and Training of Employees
10:00	Break
10:15	Employment Needs and Requirements
12:00	Lunch
12:30	Tour
3:30	Wrap-up and Evaluation
4:00	Dismissal

TOUR

Group				
#1	12:30 - 1:15 Xray	1:15 - 1:45 Emergency Room	1:45 - 2:30 Business Office	2:30 - 3:30 Dietary
#2	12:30 - 1:15 Occupational Therapy	1:15 - 2:00 Physical Therapy	2:00 - 3:00 Engineer. & Maint.	3:00 - 3:30 Admitting
#3	12:30 - 1:15 Medical Records	1:15 - 1:45 Social Services	1:45 - 2:45 Lab, EKG, EEG	2:45 - 3:30 Pharmacy
#4	12:30 - 1:30 Nursing	1:30 - 2:00 Respiratory Therapy	2:00 - 2:45 Publications	2:45 - 3:30 Housekeeping

BUSINESS-INDUSTRY TOURS
INFORMATION GUIDE

The Office of Career Education of the Sarasota County Schools is considering a series of business-industry tours for teachers in order to expand our secondary Career Education program. The purpose of the tours is to create an interface between parents, educators, students, and businessmen. Of major concerns are 1) exposing the classroom teacher to the world of work and the implications it provides for the classroom environment, 2) extending their awareness of student career potential in the Sarasota County area, 3) providing business-industry the opportunity to identify their needs in reference to school programs, and 4) permitting business-industry to explain the services they can provide to to the classroom teacher.

To assist business-industry representatives in planning for a tour, the Career Education Office suggests the following as possible topics and areas to cover. Others can be added or some of the above deleted to meet individual needs or emphases. An asterisk indicates topics we feel should be emphasized.

1. Overview of Company Operations

   *a. Identify the main functions of your business or industry.

   b. Discuss your company's future and its potential for growth.

   *c. Explain your company's relationship to the schools of Sarasota County and to the total community.

2. Employment Needs and Requirements - General

   *a. Describe the occupations which are found in your company.

   b. Describe the minimum job requirements, wages, educational requirements for each occupational area.

   c. Explain how your employment applications are screened and any pre-employment tests used.

   *d. Relate your employment requirements to the general understandings and basic skills of a secondary school graduate. What are strengths and weaknesses of the high school graduate?

   e. Describe the present employment outlook for youth.

      1) In what areas do needs exist
      2) Part-time jobs
      3) Future employment trends

3. Orientation and Training of New Employees

   *a. Discuss orientation procedures for new employees.

   b. Discuss on-the-job training activities.

   c. Discuss incentives and other training programs for employee up-grading.

Business/Industry Tours for Teachers

6 clock hours
6 inservice points
exploratory

Eligible Personnel:
Teachers, Counselors,
Occupational Specialists,
Administrators

Description

The purpose of the tours is to create an interface between parents, educators, students and businessmen. Of major concerns are 1) exposing the classroom teacher to the world of work, and the implications it provides for the classroom environment, 2) extending the awareness of student career potential in the Sarasota County area, 3) providing business/industry the opportunity to identify their needs in reference to school programs, and 4) permitting business/industry to explain the services they can provide to the classroom teachers.

General Objectives

1. To give the teacher an overview of the functions of a specific industry or business.
2. To acquaint the teacher with the specific occupations associated with that industry or business.
3. To identify for the teacher the duties and responsibilities of workers in those occupations.
4. To expose the teacher to the kind of school experiences that a student must acquire before engaging in the actual work activity.
5. To give local business/industry an opportunity to inform teachers how the schools can help meet their needs and ways in which local business/industry can serve the schools and the students of Sarasota.

Specific Objectives

1. The tour participant will be able to relate concepts and skills taught in the classroom to their use in specific occupations.
2. The tour participant will have identified the values, interests, abilities, needs, and other self-characteristics as they relate to occupational roles.
3. The tour participant will be able to describe opportunities, potential satisfactions, required roles of workers and other related dimensions.
4. The tour participant will be able basically to describe modern work structure, work environments, and organizational characteristics.

Evaluation

1. Participants must attend the full session.

2. Complete the School/Work Relationship form.

Optional:

a) Make a presentation to his/her department and submit a copy of the presentation to the Student Services office and to the respective principal. (2 inservice points.)

b) Submit to the Student Services office, a four or five-page typewritten, double-spaced report on the relationships of the concepts learned on the tour and the classroom studies. (4 inservice points.)

c) A combination of a and b. (6 inservice points.)

GROUP PRESENTATION

OUTLINE OF POINTS TO COVER

1. Describe purpose of company or organization.
2. Describe your tour (where you started, areas or departments visited, and functions of each).
3. Careers identified.
4. Employment opportunities.
5. Orientation, in-house training, incentives.
6. Educational needs of potential employees.
7. Implications for education.

BUSINESS/INDUSTRY TOUR PARTICIPANT EVALUATION FORM

I. Following are several statements relating to your tour. Please indicate your degree of agreement or disagreement by circling the appropriate alternative. Choose "Not Applicable" only if the statement has no application to the tour and to its objectives.

1. The orientation gave me an overview of the tour and prepared me for the visit.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

2. The tour was interesting enough to hold my attention.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

3. Enough time for questions was provided.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

4. The tour provided me with enough information about the business/industry visited.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

5. The tour made me aware of the processes, procedures, and requirements related to employment with this company.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

6. Sufficient opportunity for contact with employees was provided.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

7. There was enough discussion related to attitude development.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

8. Company representatives sufficient emphasized potential occupational opportunities and related advantages, e.g., fringe benefits, advacement.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

9. My knowledge of current employment trends increased.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

10. I gained new insights into careers and career opportunities.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

11. Company representatives identified career opportunities for college graduates, high school graduates, and others.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

12. This experience increased my knowledge of local training opportunities and programs for college-bound and non-college-bound students.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

13. This experience increased the potential for a regular flow of communication between school administrators, teachers, guidance personnel, and business/industry personnel in the Sarasota County area.

strongly agree   agree   undecided   disagree   strongly disagree   not applicable

II. To help us improve these tours for future participants, please answer the following in as much detail as possible.

1. If another business/industry tour were to be held, what changes, or recommendations, would you make to planners?

2. What additional types of information would you have liked to have received?

Postsecondary

Cross Reference Index

(those practices in another category but also applicable to this one)

I-62 Cobweb Learning Fair (S)

IV-28 Awareness Day (S)

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I-40 Telephone System Using Taped Information (S)

S-- Secondary

ANNOTATED
COMMUNITY-BASED
CAREER EDUCATION
PRACTICES

AN ANNOTATED LISTING
OF
COMMUNITY-BASED
CAREER GUIDANCE PRACTICES

Preliminary Findings

of a

Florida Department of Education

Research & Development Project

Dale H. Melton, Director
Community-based Career Guidance Project
Manatee Junior College
P.O. Box 1849
Bradenton, Florida 33506
(813) 755-1511
Extension 373

30 June 1979

These annotations are designed to provide the reader with an overview of community-based career guidance practices identified in a nationwide search conducted between September 1977, and June 1979. The search has been a primary activity of a three-year project designed, ultimately, to produce how-to-do-it manuals of selected proven community-based practices for use by counselors and other guidance team members.

During the third year of the project, Fy '79-'80, efforts will be made to obtain details on as many as possible of these practices. Based upon the details received, the best of these practices will be incorporated, in detail, into the how-to-do-it manuals.

NOVEL PRACTICES

Career Exploration by Bus

Two-day exploration with nine stops plus six speakers (representing fifteen career clusters). (California)

Three-day Parent/Student "Pop Course" Activity Held Twice a Year

Parents, teachers and students select, arrange, and conduct the offerings emphasizing skills of the parents and other community members. (Montana)

Group Job Hunting

Job-finding Co-op using the buddy system; for seniors and graduates up to two years after graduation. (Pennsylvania)

Spirit Week

Each class has a theme; one chooses to represent the future careers of its classmembers. (New Hampshire)

Mini-courses Using the Talents of Parents

"Hands on" activities are conducted in a job-like atmosphere for one hour each week. (Ohio)

Career Week

This is a combined inservice activity/student career days.

1. Three 1/2 days of inservice meetings are held for the teachers to develop career activities.
2. During this time, cadet (student) or volunteer teachers are used.
3. The last two days of the week are centered around career-related activities for the students.
4. On the last day, parents and other community individuals are invited and, whenever possible, involved. (Virginia)

"It's Great to Be" (Adaptation of "What's My Line")

This activity is held monthly for a career cluster. The mystery guest comes from the community resource pool organized by the Rotary Club. (Texas)

Three-Phased C.D. Practice for Gifted and Talented Students

1. Laboratory experience
2. Shadowing with mentor
3. Working intership. (Texas)

Videotapes of On-The-Job Interviews

The tapes are copied and provided in two "access centers" in each of four counties. (Illinois)

Non-credit H.S. Level Teaching Assistants
Each week, students work in nearby elementary schools for a minimum of four periods plus an additional hour with a teacher/advisor. (New York)

Search for Fulfillment Weekend
Many types of workshops are held on career development topics, such as decision-making. (Pennsylvania)

Mobile Van
Used for parent activities: Neighborhood meetings, training/education, and mini-meetings to provide information.

Community Learning Exchange
This telephone service is staffed by volunteers providing information about available volunteers for filling educational needs in the school and community as well as wanting to learn about a topic. (Illinois)

"Ma" and "Pa" Type Stores
The stores "adopt" for a period of time, school-age students for experience-based activities. (California)

Telephone Practices
Three twenty-four hour job lines -- K-12; higher education; business and industry. (Kansas)

Business/Student Dialogue Activity
This practice is for senior students and some teachers who express interest in participating. They meeting with persons to discuss business-related topics in a day-long session, including lunch. (Michigan)

Community College Offers Course
This is a community college course called "The Maturing Worker." It includes pre-retirement counseling and a study of retirement in relationship to education, recreating, and volunteer programs. (Iowa)

Department Head Video Advising
Videotape cassettes are made of department heads discussing requirements in their department and possible career opportunities in related areas of study. (Alabama)

"Job Talk" Video - Tape Practice

In this university-level practice, business and industry representatives hold seminars on campus to talk with interested students about their companies and the career fields each represents. Ten to fifteen minute videotapes are made of the job talk series for later showing through the resource library. (Florida)

All-Day Mini Seminar

This activity is for team of two students and one faculty advisor from all area high schools. Speakers, small group discussions, A/V presentations, and visits to a local industry are featured. (New York)

Operation Enterprise

These two-week concentrated summer work sessions on career and economic-related topics are held for selected juniors from all over the county. (New York)

Community Council on Careers

The Community Council on Careers sends a monthly bulletin to all junior and senior high schools, providing career information on materials and other assistance available. The newsletter is also used as a vehicle for schools to share widely their innovative career-related practices. (New York)

Business Counseling Service for Community College Students

Located in the community college career services center is the headquarters of the community's score program. With this unique arrangement, special counseling is provided for students and community persons on how to pursue the entry into one's own business. (New Jersey)

One-to-Three Day Workshop

The purpose of this practice is to bring high schools students to campus to meet with college departments. The major focus is upon providing career-related information. (Utah)

Rent-A-Kid Activity

Sponsored by the cooperative extension service and funded by CETA, this practice enables students to find jobs during the summer. However, more importantly, it provides some training and subsequent certification in the area of placement. (Pennsylvania)

Saturday Seminars for Mid-Career Changers

A community college provides this non-credit practice for community members. Examples of topics are: Passport to new careers and alternatives to careers for teachers; among others. (Massachusetts)

Portable Telelecture Unit

A portable telelecture unit is available on loan basis for small group or classroom long distance interviews of resource persons. (Arizona)

Public Library Offers Lunch-Time Opportunities

A public library offers lunch-time sessions for exploration of paraprofessional opportunities. The series is jointly sponsored by the regional learning service, the community council on careers, and the County Public Library. It provides exploration with local resource people in four areas: Para-legal and law enforcement, industrial technology, human services, and information services. (New York)

One-day, Public Library - Based Workshop Series "Educational Directions"

A free workshop on learning and career options is provided at the public library. Twelve, thirty-minute sessions are offered from which participants may choose eight (four in the morning and four in the evening). The workshops are repeated each thirty minutes to make them available to all participants. Topics range from employer - Sponsored Training Programs to credit and non-credit programs to meet individual needs and interests. (New York)

Senior Highs "Catch" Information About Careers

After interest testing and counseling of all high school seniors, they are bussed in smaller groups at varying times to the local community college career services center. The students' conduct required career-related research projects coordinated with their English class activities. (New Jersey)

Career Breaks

These activities are a series of noon-time career planning and placement seminars. The informal breaks include university faculty and staff, community members, and students. (Missouri)

Telephone System Using Taped Career and Employability Skills Information for Both Students & Parents

Caller asks to hear tape of interest (125 titles). For example, one large category is vocational counseling and guidance (26 tapes). (California)

"Spin the Topics"

In this activity for night students, each session is designed to familiarize students with a broad array of career options. The informal sessions deal with career paths, occupational opportunities, and day-to-day lives of people in their profession. Sessions are also videotaped for later viewing. (Arizona)

Explorer in School Homeroom Activity

For ninth and tenth graders, this activity is held homeroom period. Whenever possible, parents and alumni are used. (Rhode Island)

An Adventure Center

This practice incorporates both career education and consumer awareness. Students from different schools meet for a series consisting of various career guidance activities. (Arizona)

Dial-A-Home Learning Recipe

Callers receive new tips each week from an answering services about ways to make the home a learning place. This service is available on weekends and in the evenings, with recipes being changed every few days. (D.C.)

"Employment Agency" Speech Therapy Practice

In this technique used with elementary through junior high level students, a speech therapy teacher simulates for students an employment agency with the aid of a bingo-type game. The first one to fill the card by pronouncing the job-related names and then matching them with the ones on the card gets the job. (Washington)

Home-based Career Guidance -- "Career Education and Your Child: A Guide for Parents

These activities for elementary through middle/junior high school level students are suggested to parents desiring to make a greater impact upon their children's career development. The suggestions are comprehensive, varied, and practical--something for every parent and child. (Florida)

"How to Start Your Own Business"

This is a two-day Saturday workshop especially for reentering women. Some of the topics discussed at the community college sponsored activity are: legal organization, assertiveness, record keeping, among others. (Florida)

Job Club

Unemployed, unskilled, and professional persons meet in a community location to discuss employment prospects, receive assistance, and provide mutual support to each other. The club maintains contact with personnel departments in the area and publishes a monthly newsletter about its members for local businesses. (Minnesota)

Minibusinesses

High school economics students in a rural area gain awareness of career opportunities and first-hand experience in a career situation in this practice. One option they have is setting up and operating their own profit-making business. (Oklahoma)

Retirees "Show and Tell" About Hobbies

AARP members from a local chapter spend a day sharing stories, skills, and performing demonstrations for elementary age students. The students reciprocate by giving a puppet show and a one-act play for the adults. (Virginia)

Students Incorporated

This is a local nonprofit incorporated youth agency designed to combine professional assistance and outstanding community volunteer support for the career-and job-related needs of youth aged 14 through 21. Services include vocational and career orientation, training in marketable skills, and work experience. (D.C.)

Youth Modeling

In this practice, youth model the stages of pre-employment exploration. The stages are videotaped for later replay in the career center. (Illinois)

Daily Homeroom Period, Career-Related Mini Courses

During homeroom each day, junior high students attend thirty-minute mini courses of interest from a wide variety each closely related to an actual occupation. The topics range from movie making to day care centers. (Washington)

Simulated Job Interviews

Special day set aside emphasizing understanding the process of finding a job; representatives of companies do interviewing without intention of hiring. (Pennsylvania)

Two-day Simulated Job Interviews

This community-centered practice provides unemployed persons with two days focused upon learning to emphasize strong personal points during an interview and what questions to ask a future employer. Videotaping of the practice interview enables the learner to receive immediate feedback and correct weaknesses as they are observed. (Minnesota)

A Fresh Start

Counselors visit Wisconsin communities at such places as banks and libraries on a monthly basis. The practice is designed especially for adults wanting information on educational opportunities, financial aid, and other similar concerns.

Audio Tape Career Library

Trained graduate students using a set of predetermined questions record interviews with individuals in a wide range of career fields. This Florida practice benefits the interviewers as well as other students making later use of the career tapes.

Business Career Planning Seminars

Young alumni studying business and career planning office staff members present a four-Saturday seminar series about business careers. Each seminar at this Pennsylvania college involves a variety of activities--case study, general discussion, and question and answer time.

"Careers" Videotaped Series

Informed discussions with Pennsylvania individuals working in various fields are videotaped for later multiple use. Each interview focuses on the worker and his/her feelings about the career area.

Cobweb Learning Fair

This unique one-day Kansas practice involves the entire community in participatory creative activities with wide career implications. Having wide sponsorship and held in a city park, the activity involves learning areas, such as photography and computer workshops, as well as a large variety of arts and crafts.

Family Home Evenings

Sponsored by a large religious organization, this practice brings together families one night each week for study, discussion, and recreation. Among the topics are decision-making and dealing with anger.

In-School Industries

This Michigan practice provides help from local volunteers in the establishment of student-run, classroom based manufacturing firms and businesses. The major impetus comes from a community action council.

Job Opportunity Forum

Jointly sponsored by the schools and the local chambers of commerce, this variable one-to-two day New Jersey practice provides graduating seniors with interviews by local companies of interest. It serves the companies as well by providing pre-screened, potential employers to fill job openings.

Outreach

A joint effort of an alumni association and the career planning and placement center, this Massachusetts practice is a mini-career seminar. Two alumni meet with small groups of students in a dormitory lounge for discussion of a specific field or job.

Parent Involvement in Development of Parent/Child Activities

In this Vermont practice, parents identify, describe, and prioritize career competencies for their children. These are then used to develop objectives and activities for use with other parents.

Parent Participation Practice for Educable Mentally Retarded Children

The emphasis in this Florida practice is upon reinforcement of school related career education in the home. Parents of the students serve on an advisory committee and meet regularly with teachers to discuss home/community-based activities such as those in "Career Education and Your Child: A Guide for Parents."

Professional Skills Roster

Designed for professionals in New York, this practice is a voluntary community-based employment service. Manned by volunteers, this practice involves making referrals for the registrants as well as conducting pre-screening; e.g., for CETA eligibility.

Spotlight on Careers

This is a throughout-the-year Nebraska practice in which academic departments are each assigned three-week blocks to focus on careers relating to their course offerings. The activities tied with each block are speakers, on-site interviews, and shadowing. Advance publicity on each department's activities is regularly provided to students.

Temporary Odd-Job Employment for Students

This Michigan practice involves screening and short-term employment of high school students. Sponsorship is shared among the schools, a community action council, and the employment agency.

Use of Public Library for Midlife Counseling

A personalized midlife career counseling service is available to some New York adults through public libraries. The practice combines the rich resources of the facility with counseling interns.

Use of Telephone for Recruiting Interviews

Recruiting interviews and corporate executives to identify where jobs are and how to get them is a practice from Virginia. The MBA students call employers to find available jobs, learn more about job-hunting, and ultimately, to attract recruiters to the campus.

Clues to Career Opportunity for Liberal Arts Graduates

An Indiana university has a ten-part videotaped series on careers for the liberal arts student developed by academic counselors in the liberal arts. Based on interviews with employers in several areas, the series emphasizes three points:

1. A variety of employment opportunities do exist.
2. Liberal arts graduates have accumulated skills of value to employers.
3. Such employment could be compatible with their self-concepts and lifestyle.

Monthly Career Awareness Sessions for Ninth Graders

Jointly sponsored by the cooperative extension service and the National Alliance of Business, this practice consists of a series of five monthly sessions for ninth graders. The five types of activities conducted are: application and interview, career exploration, work ethics, role playing, and films. (Missouri)

Dialogue Sessions

Small groups of students and employers meet at a "neutral" site, such as a restaurant, to discuss problems of youth making the school-to-work transition. This North Carolina practice makes use of carefully arranged seating and a moderator who poses questions to both students and employers.

Outreach Adult Counseling and Information Practice

A Colorado community college provides adult learners with free community guidance services on their own territory--home, job, public library. The services include giving educational and vocational information, referral, follow up, and other types of assistance.

The Maturing Worker Course

An Iowa community college offers this credit course focusing upon pre-retirement. Of particular interest is the emphasis upon relating the retirement years to education, recreation, and volunteer programs.

Job Information Through Songs

From Washington state, this special education practice centers on combining music and job-related information. Rather than use the job/thing relationship, such as engineer with locomotive, the teacher conveys appropriate information through the medium of music, along with some student participation on instruments.

Career Development Partnership (Parent Involvement)

In this Rhode Island practice, training is conducted for both teachers/counselors and parents on the importance of the parent role in career development and techniques for enhancing a child's career development. Each of three components is designed specifically for the age group intended--elementary, junior high/middle school, and high school.

ACCESS (Arts, Careers and Community)

Special career-related activities for students of a Massachusetts high school as well as persons in the community are scheduled three to five days each week. The ACCESS committee of students and faculty members arranges for speakers, workshops, and a weekly serialized feature length film. Sessions are open to students with unassigned time, small groups or entire classes, and community individuals and groups.

INFO

From Delaware, this is a statewide information/referral telephone practice for adults needing information and services of several types: education/career information at all levels, tutoring and informal instruction, counseling, and referral. Counseling personnel answer the phone during the work week and, in the evening, caller messages are recorded for later response by the counseling staff.

Spotlight

A California college sponsors for its students and interested high school students small group "living room" type discussion series focusing on specific career fields, such as banking. The community resource persons talk informally with students and faculty, but are asked to bring specific materials, such as employee manuals and year-end reports. The sessions are videotaped for later use as well.

Skills Day

Oregon high school students from three counties meet for a day of competition in eleven vocational areas as well as other activities. Jointly planned and implemented by the secondary-level educators and their community college counterparts, the event provides practice for later competitive events as well as raising the observing students awareness levels of the competition areas. Prior to the day-long event, an evening dinner meeting is held for planning and addressing other types of articulation concerns between the secondary and postsecondary schools.

Free Career Counseling by Telephone

A free service for adults in Rhode Island, this telephone practice provides information, guidance, and referral on career-related concerns. The service is tied to an extensive resource library whose staff offers workshops and other services as needed.

Teacher Appreciation Luncheon

Students in a Florida junior high school distributive education class use the annual teacher appreciation luncheon as an opportunity for experiencing some realities of the work world. The students make application for the job(s) of interest and interview with the restaurant manager who "hires" the personnel necessary to operate the restaurant for the event.

VOLUNTEER PRACTICES

Four-Faceted Business-Industry-Education Volunteer Activity

1. Volunteer service is given to the school for a minimum of one day each year.
2. Commitment is made to move toward making his/her own business a site for visits by six students.
3. Commitment is made to call on one school board member in regard to support of this practice.
4. Commitment is made to ask five other individuals in the community to participate as a volunteer. (New York)

Use of Three Levels of Resource People for Investigating Activities in Occupational, Vocational, and Leisure-Time Areas

Students must proceed through each level, as appropriate, at increasingly greater depths. The three levels are: (1) Student resources; (2) parent and teacher resources; and, (3) community "expert" resources. (California)

Non-Credit Course Entitled "Volunteerism": Creative Use of Human Resources

Rather than a review of agencies for volunteer opportunities or an in-service training for specific volunteer jobs, this course focuses on the basic behaviors needed in volunteerism, such as problem-solving and decision-making. (Indiana)

Parents as Volunteer Teachers

Parent-volunteers, augmenting the knowledge of regular instructors in a Delaware school, teach vocational and avocational subjects in eight-day mini and twenty-two day regular terms. Volunteer parents also serve as teaching assistants/substitutes.

Rotarians on Closed Circuit Television

Monthly, followed by small groups of students going on mini-tours; next, shadowing activities are held; later in the year, these activities feed into a career project day, similar to the traditional science fair. (Florida)

Creation and Staffing of Career Guidance Activities by Community Volunteers

Community volunteers are used regularly in a school's career information center. These valuable resources are also used for creating general career information corners as well as specific career-related learning centers in classrooms. (California)

Trained Community Volunteers Assist Students with Career and Educational Planning

Volunteers serving one-half day each week help students with specific career-related needs unmet by counselors. Examples of the tasks performed by the volunteers include answering questions, discussing career options, and assisting with career interest surveys. (California)

Community Classroom

For this practice, planning is begun during the last quarter of the eleventh grade. The interested seniors volunteer one day per week without pay. The three foci are: independent research, community service, and career options. Each student does at least one quarter of community services. (Rhode Island)

Venture

This is a one-semester activity involving volunteers who exchange their time for tuition-free courses. For each fifty hours of volunteering, two free courses are earned. (Massachusetts)

Community Mentor Activity

This practice is designed especially to serve elementary students. Volunteers are paired on a one-to-one basis with selected students based both on the elementary student's special interest and the skill of the Mentor. The community volunteer agrees to work one-half hour a day, two days each week. (New Jersey)

BPW Members Serve as Career Counselors for All Individuals

BPW members act as career counselors for all individuals needing such assistance. Usually in a public place, such as a mall (during BPW week), a booth is erected, literature given out, and helpful assistance is rendered. (Illinois)

Career Consultants for School Age Students

The BPW organizes career consultants and coordinates activities with the schools' guidance program. (Illinois)

Senior Citizens and Little Citizens

Seniors are brought into elementary classrooms to share their skills, hobbies, and crafts. (Indiana)

Practice Using Retirees As Tutor/Helpers of ABE Students

At three times during the year, retirees are trained to work with adult basic education. In addition to tutoring, the retirees are used as interviewers for role playing situations, proper use of the telephone, in answering and memo taking in regard to telephone. (Wisconsin)

Alumni Sharing Knowledge (ASK)

This practice is co-sponsored by the career center and the Alumni Association to provide students with career-related knowledge. Arrangements are made for multiple avenues by which students may gain career information from Alumni. Some of these avenues are: videotaped interviews, on-site interview, externships (few hours to a few days), telephone interviews, and others. (Missouri)

Brown Bag Career Sessions

These informal sessions last from 11 a.m. to 1 p.m. During this time, the resource person chats informally with students. One individual comes to the school each day. (Washington)

Opportunity and You

In this practice, volunteer employees from businesses and industries conduct a one-hour class each week at a local high school. Among the many career-related topics are: preparing employment application, successful interview behaviors, and what to expect once on the job. (Texas)

Adult Peer Counseling by Volunteers

Adults in the community are offered free counseling by their peers through the university's continuing education office. The peer counselors help by providing information in the resource library and assist the clients with career-related decisions. The volunteers also provide information about available job placement services and psychological counseling. (North Carolina)

Student Resource Speakers

High school and vocational students are used in this practice to make presentations to younger students when community speakers are not available. The student speakers learn about working with younger people while sharing their career ideas and skills in a vocational or hobby area of interest. (Pennsylvania)

High School Students Assist with the Career Guidance of Elementary and Junior High/Middle School Students

First, the students are given an orientation in areas of self awareness, career awareness, and career exploration. This is followed by work with the younger students. (West Virginia)

Student Volunteer Opportunities in Education Field

In this practice, junior and senior high students not involved in other career education activities are given the opportunity to volunteer one day every two weeks for a semester in an education-related position. Examples of some of the types of positions available are: teacher aides, tutors, and special education aides. (Pennsylvania)

Student Counselor Assistants in a Career Information Center

This practice involves student assistants who both create and carry out the functions of career information center. Student gain valuable work experience while operating a center appealing to other students. (Virginia)

Adult World Communication Volunteer Unit

This six-day Minnesota practice is held one day weekly for six weeks, with "Service Day' for a volunteering activity. Among the objectives are gaining an understanding of the need for and rewards from volunteering in the community.

Career Awareness Seminar Series

A series of four days during a two-week period, this Massachusetts practice exposes liberal arts students to business and industry volunteers discussing their jobs and future opportunities in the field, especially for the liberal arts graduate. On each of the four days, students may choose one of four or five one-and-one-half-hour sessions based on their interest.

Career Guidance/Counseling by Retired Resource Persons

Massachusetts retired individuals having completed successfully a career are given orientation and training for assisting students on a scheduled basis in areas of their interest and/or aptitude. The major emphasis is upon helping the student see career options and decide on the most appropriate of several possible available alternatives.

Career Prep Club

An eight-week series (one day each week), this Minnesota practice features teams of business people who conduct career-related classes in the schools. The clubs emphasize job-seeking and keeping skills as well as appropriate work behavior and attitudes.

College Student Volunteers

In this Missouri practice, students are encouraged to voluntarily commit two hours minimum each week for achievement of one or more of the following purposes: personal growth and service to others, complementing the classroom learnings, and acquiring career experience. Student volunteers are assisted in their choices of and placement in agencies or other organizations, as appropriate.

Community Participation Intensive: A Course in Volunteering

This practice involves the student in a semester of community volunteering projects, combined with some classroom sharing. Other major student goals of the practice are: learning skills for effective job interviews and applications, examining a theoretical view of the meaning of community, and developing skills necessary to studying community problems and alternative solutions. (Illinois)

Parent Volunteers Teach Skill Classes

A Washington state school uses parents to teach skill classes, such as typing, carpentry, and electricity. The purpose of this through-the-year practice is to teach the skills along with a study of the jobs making use of the skills.

Jersey Vest

This New Jersey practice for any community person provides semi-professional placement services. In exchange for the service, each participant agrees to engage in volunteer activities six hours each week--job development, job evaluation, etc.

Match

This Ohio practice attempts to match the talents of individuals with identified community needs. In addition to providing meaningful volunteer work, it involves opportunities for learning new skills as well.

Off-Duty Volunteer Flight Attendants

A California-based airline encourages its flight attendants to provide career-related assistance both to schools as well as other groups. Among some of the types of services involved in this practice are: sharing career and cultural information, providing pertinent information on opportunities with the airlines, and tutoring.

Selective Enrichment

Arizona juniors and seniors selected by their department serve in specialized education areas of elementary and junior high schools. This student-to-student practice enables the older students to expand their special interests and talents.

Use of Community Persons as Volunteer Tutors

The emphasis is upon basic subject areas and their implications for career development. The tutoring is conducted in many settings other than the school, such as in offices or in community centers. (California)

Volunteer Action Clearinghouse

Sixty Alabama service agencies are served by this coordination activity. It is also used as a vehicle for enabling students to gain academic credit for experiences in the community.

Volunteer Retired Technicians Serve as Post-Secondary Support Personnel

This Ohio practice involves retired crafts persons and technicians in the strengthening of programs for younger adults. Its foci are: providing more effective career guidance and realistic instruction as well as making easier the students transition from school to work.

Volunteers in Action

Nebraska juniors and seniors receive credit for volunteering two to six hours weekly at non-profit agencies. This practice combines service learning, development of social skills, and exploration of career interests.

Volunteers in Legislature

California upper division and graduate students may work with individual legislators in this nonpaying, three-to-four month practice. Activities involve research, handling correspondence, bill analysis and legislative proposal development.

Volunteers in a Women's Career Resource Center

Michigan professional women between jobs and desiring to learn about agencies and other women who want to volunteer simply as a service are involved in a women's center. These volunteers are used for intake interviews, as career specialists, and workshop facilitators.

Hot Seat Series

A California college tapes these occupational forums before a live student audience. The two or three guest starts of each session talk about their jobs and the paths they chose to reach their career goals.

Geri-kid Volunteers

Junior high students in Maine are eligible to participate from two to four hours weekly in this 4-H sponsored volunteer practice. They receive twelve hours of training for work in nursing and boarding homes. Other than volunteering, the other major purpose of this practice is to give the students exposure to many work roles.

Three-emphasis Senior Citizen Volunteers

Following recruitment, screening, and orientation, a Minnesota school uses the talents of senior citizen volunteers as role models and sources of career-related information. The three types of volunteer activities are: individual tutoring, conducting classes, and sharing creative hobbies and occupations.

SAVE Practice

A Rhode Island practice incorporates both field trips and classroom resource persons during the fourth quarter of the ninth grade social studies course. The three major foci of SAVE are: occupational awareness, overview of occupational clusters, and exploration of occupations within each career cluster.

Lunch N' Learn Saturday Seminars

Designed primarily for women, this Wisconsin practice consists of a series of Saturday seminars on pertinent career-related topics. Each five-hour session includes lunch and often affords the participant a choice of several topics.

Retired Tutor Companions as Career Models

California junior high and senior high students needing help in basic skill areas as they relate to specific occupations are matched with retired citizen tutor/career models. The tutoring may occur in a variety of settings at school or in the community and the focus may be on communication skills, job-related techniques, crafts, or mutual hobbies.

Career Ed Paraprofessionals

Following fifty hours of career education training and additional orientation to school and community, these Vermont individuals serve as "extra hands" for guidance personnel in the schools--elementary through high school--and in selected community organizations. Financed with CETA funds, these individuals perform a wide variety of career-related tasks in four broad areas: career education resources, surveys, career-related activities, and student work experiences.

Distinguished Visitors' Practice

In this New York state practice, successful people in the areas of politics media, literature, and the fine arts serve as resource persons in the classrooms. Designed to present realistic, practical information about careers, each program is tailored to the career area and the resource person making the presentation.

Community College - Trained Community Volunteers Assist High School Students With Their Career Development

Community volunteers using specially prepared materials assist counselors and occupational specialists in the delivery of occupational information to high school students. The materials used in this Florida practice are on a simplified step-by-step approach to occupational information, exploration, and planning.

Community Resource Volunteers Assist Students

Sponsored by a local Rotary Club in cooperation with a Texas school system, this practice for all levels makes available resource people for the fifteen occupational clusters. Recruitment, coordination, development of occupational profiles for each cluster, and supplying resource people are all done by the Rotary Club.

Career Forums

Weekly informal noon-time presentation/discussions are held for students and other persons in the community by the staff of a Maryland community college. In addition to the information provided during the presentation and subsequent discussion, handouts with key information for further research and reference are distributed.

Officer Friendly

Arizona students in kindergarten through third grades of selected schools participate in this practice designed to teach a realistic understanding of police work and services and a positive attitude toward law enforcement personnel, among other things. In addition to the volunteer officers who serve as resources, printed and audio visual preparatory materials are provided for both the officers and the students.

FIELD TRIPS

Shorter, More Effective Field Trips

At school, students go on a narrated simulation tour with key tour points identified by number. Then, the students read a written description of each point presented in the simulation. Finally, the actual tour is conducted with key points numbered so students can relate them to pre-trip learnings. (Ohio)

Week-Long Field Trips

Designed for groups of hand-picked rural students, the trips involve varying types of sites for varying lengths of time. (Kansas)

Worker for a Day

This practice provides "hands on" experience for small groups of students who go to the same business for assignment on a one-to-one basis to an employee in the area of the student's interest. (Ohio)

Three Day Trips

Students explore careers in museums and other art-related fields, in newspapers and magazine publishing, and in other communication areas. (Pennsylvania)

Small Group, Week-Long Quest Activity

This activity involving eleven college students is a unique opportunity for preparation for college and the future. The four topics explored during the outdoors adventure are: (1) Yourself, (2) Your university, (3) Your future, and (4) Your natural environment. (Missouri)

Field Trip Seminars

Older 4-H members visit donor organizations for dialogue concerning the variety of jobs and careers available in the organization. Afterwards, participants are encouraged to learn more about specific jobs of interest and about the company as an economic unit. (D.C.)

One-day School/Extension Service Sponsored Workshop

A group of selected students are involved in this off-campus career-related workshop. Activities involve research, development of visuals, community tour, and a speaker. (South Carolina)

Guidance/English Department Practice

Students write vocational biographies as the major activity in this cooperative effort of the guidance and English departments of a local high school. They also interview parents and other persons of interest in the community and take pictures for later use in their later writing activity. (Maine)

Career Club In

Sponsored by the cooperative extension service, this is a three-day summer workshop for 4-H girls. Small groups visit women at their place of work, followed by a time of sharing and a message from the job employment services. (North Dakota)

Career Information Day

On a selected day, first year technical school students make required individualized visits to two employers in their area of study. Employers are informed that students will be calling for appointments and students are prepared with lists of questions about the companies as well as possible jobs they could fill upon completion of their study. (New York)

Day of Discovery

Fifth and sixth grade students in a Kansas school district visit a nearby state university as a enrichment activity. Two major purposes of the activity are: learning that the university can serve those planning for careers requiring four or more years of education and understanding the variety and number of job opportunities available at a university.

Mini-Field Trip

A Maine school district encourages students to take these individualized, focused field trips to "behind the scenes" job areas. Each student assumes personal responsibility for preparation, scheduling, and presentation following the trip.

Super Summer

This is a two-week summer exploration program for gifted students in elementary through high school levels. By means of this Florida practice, students visit local career-related sites, such as planetariums and archaeological digs.

Occupational Awareness Field Studies

Jointly sponsored by a New York State university and an industry-education council, this practice offers educators first-hand exposure to business, industrial, labor and economic leaders. The weekly sessions held at various in-plant and on-site locations enable participants to learn from presentations, tours, and small group discussions with individuals in the world of work.

SPECIAL CAREER EMPHASIS

Career of the Week

This flexible, throughout-the-year practice, makes use of student interest as the basis for choice of career areas and/or specific jobs. Business and industry people are invited into the schools to conduct career exploration classes for up to 20 to 30 students. (Pennsylvania)

"Music Careers are Worth Noting"

A day-long activity composed of an orientation session, including a performance, and followed by workshops. Students are rotated through three workshops emphasizing music careers in the areas of teaching, performing, and allied music areas. (Ohio)

Vocations Week

Vocations Week consists of a series of career exploration activities: discussions with resource persons, occupational booths, open theater, college night, career seminar, and demonstration of a computerized career guidance system. This week, a cooperative effort of students, faculty, and community persons, involves only donated time and materials.

"Main Street Job Mart"

A high school fair with emphasis on: employment, volunteerism, and job entry requirements. (Massachusetts)

Departmental Career Day

Each academic department in a junior college sponsors a special day emphasizing related careers. (Illinois)

"My Fair Lady"

This is a community-wide exposition of women's opportunities in the areas of employment, volunteering, and education. (Florida)

Mini-College Day

Throughout the year, five different morning programs are held, each with several different colleges involved. (New York)

Job Fair for Minority Women

A college holds a job fair beamed especially for this group. (New Jersey)

Four-day Education Fair for Life-Long Learning

This practice is sponsored jointly by the local newspaper and the school district. (Florida)

Two-Day Moving Career Days

Co-sponsored by the schools and the cooperative extension service for eighth graders, this practice is held on two successive Mondays. Each tour group visits six or seven job sites for a twenty-minute tour and talk. (Maine)

Two-Day Health Careers Fair

On the first day, emphasis is on doc tors, dentists, and nurses. The second day focuses on other health careers. The morning schedule includes talks and A/V presentation with lunch provided. The afternoons are used for tour/presentations of the hospital. (New Jersey)

Elementary-Level Week Long Practice Featuring One Child and His/Her Parents and Their Careers

This practice, built around self worth, provides for the "special children" to bring in one or both parents to tell about their jobs. Emphases are on: (1) need for basic education, (2) wide variety of jobs available, and (3) dignity in all types of work. (Wisconsin)

Summer Job Fair/Camp Day

This activity focuses on planning for summer employment/exploration. It provides an opportunity for both learning about career areas from employers as well as making contacts for available jobs. The practice is co-sponsored by the career planning and placement center and the parks and recreation department. (Missouri)

Career of the Month

This two-week high school activity includes a display and presentation focusing on one career area. Sponsorship is from student special interest groups. (Wisconsin)

Adult Open House

By means of this practice, adults receive information about counseling services. Available for specific careers of interest. (Maine)

Career Recreation Mini-Course Week

This one-week middle school level activity combines the teaching of mini courses by both regular teachers and community individuals. (Montana)

Annual College/Career Fair

For students in grades eight through eleven, this practice provides for students to choose from six careers or career groups within each of fifteen career clusters. Although a one-time activity each year, it incorporates a student review of clusters prior to the fair, provides for descriptive materials to read, and encourages students to select several priority areas of interest prior to the activity. (Pennsylvania)

Career of the Week

This twice a month high school practice focuses on clusters of occupations. Designed to enlighten both students and teachers to the range of careers in each cluster, the day's activity uses a variety of approaches. Students attend either with their class or during study hall time. (Maine)

Economics in Action

This is a cooperative extension-sponsored three-day workshop dealing with all facets of the business world as well as providing youth with information about what they need to start a business of their own and types of business organizations they may choose. (North Carolina)

Monthly Student/Senior Citizen Events

This high school practice sponsored by the school's human service club brings together on a monthly basis students and senior citizens. The varying activities deal with the many fields of child development. (Connecticut)

Vehicle Days

This is an elementary level career education practice in which various types of vehicles are brought to the school. Each driver explains how and why his/her vehicle is used and the jobs connected with it. A follow up is often arranged for the students to visit the business itself for more career-related information. (Arizona)

Week-Long Career Fair

This is a week-long elementary level practice permeating an entire school's activities. A variety of activities include such things as: dressing in various costumes representing careers of interest, field trips, operating a country store, and job-related contests. (Washington)

"World of Wheels" career day

Careers in transportation are emphasized during this yearly specialized career day. (AZ)

High School Level Awareness Day

Jointly sponsored by the local chamber of commerce and the local board of education, this practice provides a unique opportunity for adults to come into the schools to see the students in action. Students demonstrate applied skills during afternoon and evening sessions, divided by a buffet dinner for the participants. (Connecticut)

Career Conferences

Fifteen of these conferences, each on the topic of USOE career cluster, are held during the year. This high school level practice varies in length from two hours to portions of several days. (Connecticut)

Mini Career Days at Community Colleges

Co-sponsored by the career development center and academic departments, this practice involves informal seminars each focused on a career area. Both students and alumni are encouraged to participate. (Pennsylvania)

Career Month

An Ohio school district features each month a subject area and its related careers. Extending throughout the month are varied-activities such as speakers and field trips. As a follow up to each month's emphasis, individualized explorations are arranged for interested students.

College Career Fair with Alumni Resources

Once or twice yearly the alumni association and the student government co-sponsor this college-level practice in Massachusetts. Forty to fifty alumni representing over a dozen career areas meet with interested students in booth-type settings. The student hosts serve as guides and make introductions to the alumni.

Health Career Fair

Sophomore students in a Florida county participate annually in a fair focusing on health careers requiring up to two years of training and co-sponsored by the schools and the county medical society auxiliary. The fair involving displays, demonstrations, and discussions, is repeated on-site for each of the local high schools.

Library/Learning Center Career Week

An Arizona library/learning center practice makes careers come alive during its special week consisting of a variety of activities. Among the activities are games, films, speakers, and work demonstrations.

Mini-Career Days

Jointly sponsored by a three-county Illinois industry-education-labor council, this is a series of four or five specialized mini career days. Although following the same general format, each school series is tailored to its own situation.

Mini Career Expos

This Minnesota practice offers a flexible format--half day to a week, broad range of careers to a specific career area--depending upon the situation. Its appeal is based upon the emphasis on an expo held at and tailored to each participating school.

People Week

Student meet daily with two community adults in this four-day South American practice designed for sharing of occupational and hobby interests. Activities each day involve discussion, demonstration, and media presentations, after which large group events encompassing dance, sports, and theater are held.

Person for a Day

In this California practice, a student is chosen each day as "Person for a Day". Using pictures and booklets, "Mini Booklets About Me." the chosen student is featured on a special bulletin board and also receives a micro salary.

Three-Session, One-Day Career Cluster Program

A local Virginia extension service co-sponsors with the schools this day emphasizing awareness of career clusters. On this day students may learn about three clusters of interest and thus study up to twelve during the four years of high school.

Business Profession Teaching Day

Each junior and senior high school social studies teacher in this Louisiana district is replaced by a business person for one day. This career-oriented practice is designed to bring resource persons into the classroom for sharing and, thereby, to help narrow the gap between education and the business world of work.

Career Expo

This New York practice enables technically oriented high school students to investigate opportunities for training by technical schools.

Career Seminar

Specific career fields or alternative careers are the focus of this Massachusetts practice conducted by the alumni association, sometimes in conjunction with appropriate student organizations. Held in the evening at Alumni Hall, the seminars consist of a student moderator and four or five alumni panelists in a presentation and question and answer period followed by individual conferences.

Environmental Career Day

This day-long Ohio activity is tied with a previous outdoor educational experience with a variety of workers. However, it can also stand alone with its panel presentation/discussion by workers followed by group and individual sessions with the same workers.

Occupational Fair

Washington students become personally involved with career information in this practice designed to put jobs on display. All work is done by the students, including research, drawing and writing, and designing and building display booths.

World of Work Career Fair

Covering the fifteen occupational clusters, this Main practice for junior high level involves guests representing institutions of higher learnings, crafts and hobbies, and the industrial world. Guidance classes are used for preparation activities and English classes for follow up discussion and evaluation.

Student Expo

A California county school district along with four other community organizations and agencies sponsors this annual two-day student expo at a fair grounds site. Consisting of demonstrations, displays, and skill contests, the event is designed to provide students with career-related information as well as give them an opportunity to demonstrate career-related skills and products.

Work of Work Exploration Day

Co-sponsored by a local high school guidance department and the cooperative extension service office, this practice for Virginia seniors enables them to visit a business of choice for exploration. With support from the local chamber of commerce, students are bussed to sites according to a predetermined route and, later, picked up in the same manner.

Annual College/Career Fair

Held in a shopping mall, this New Jersey college/career fair is held for twenty-one high schools. The annual event sponsored by a local guidance association is financed by a small fee for each presenter.

Career Awareness Days for Native Sons and Daughters

In this two-day practice, Maine students graduating from postsecondary schools have an opportunity to interview with the leading employers in the state, the primary purpose being career exposure rather than employment per se. Students complete resume forms prior to to their interview with the employers and, in some instances, actual job offers are made.

Senior Career Day/Mock Interviewing

This Maine practice for high school students involves community resource persons from organizations with paying positions, student service clubs, and the school's English, guidance and home economics departments. After several classroom sessions, each senior has the opportunity to interview for practice with up to three employers on hand for the day. Following the interviews, a rap session is held with the employers and an evaluation form is completed by the participating seniors.

Elective Course Mini Fairs

An area high school in North Dakota sponsors for each junior high school an annual elective course mini fair during the school day. For parents and rural school students, an evening mini fair is held. Each department having elective courses sets up a booth to display materials and products as well as answer questions and assist with registration.

Career Events of the Month

The career information center of a Missouri community college sponsors monthly career-related events in collaboration with student groups, faculty members, and community. Open to community members, including high schoolers, the series includes a variety of activities ranging from panel discussions to mini fairs to lecture/discussions.

Women's Career and Craft Fair

A Virginia community college holds this special fair for the community--including young women at the high school level--to provide information on both traditional and non-traditional careers for women. In addition to the women resource persons on hand for informal dialogue, films are shown and craft demonstrations emphasizing their vocational implications are conducted.

College Student Day

A Florida high school's staff conducts this annual event to acquaint its juniors and seniors with postsecondary educational opportunities. The high school's graduates of previous years, serving as resources, share information about their college in four ways: (1) telling basic information about the college, (2) responding to specific questions prepared by the guidance staff, (3) meeting in small groups with students, and (4) holding informal discussions during a social hour.

Career in Art Day
Held at a museum in the community, this Ohio Practice for high school students focuses on five art-related area/careers: artists/craftsmen; museum careers/art historian; graphic designer/illustrator/cartoonist; photographer/filmmaker/TV design; and architecture/interior design. The workshop is organized to enable each student to attend three twenty-minute sessions, choosing from these five topics.

Lunch-time College and Career Mini Fairs
In seven sessions spread throughout the fall semester, colleges and trade schools set up booths for displaying materials and meeting with New Jersey high school students during their forty-five minute lunch periods. With this approach, students are exposed to a wide variety of schools and careers.

Annual Career Fair
Junior and Senior High School students participate in this day-long activity organized by the fifteen job clusters, each with a cluster chief. Planning is done by a general committee composed largely of community persons and student preparation is implemented with planned activities in English and Social Studies classes. (SD)

INTERN/EXTERN PRACTICES

Spring Break Externship with Alumni
1. Career areas are identified in the fall.
2. Participating alumni are then identified.
3. The one-week spring externship is held. (Pennsylvania)

Two-Day Internship for Juniors and Seniors
More indepth than usual shadowing experiences. Also involving some "hands on", student is required to share learning and become involved in the pre-orientation activities of other interns. (Kentucky)

Four-Option Volunteer Intern Practice
1. Full or part-time
2. Paid or volunteer
3. Credit or non-credit
4. Length varying from a few weeks to two years. (California)

Academic Internship (Paid or Unpaid) with Many Options
1. Teaching or tutoring
2. Social service
3. Understudying with an individual or group
4. Working in a lab. (Ohio)

Three-Day Career Visitations for Seniors Followed by Focused January Internship
In this unpaid experience, students keep a daily diary and participate in a weekly report conference with the career education director. (Texas)

LIVE (Learn, Intern, Volunteer, Evaluate)
This two-semester practice includes and internship which is the major thrust of the second semester. (Massachusetts)

Careers in Government

New York students have an opportunity to spend one week exploring government careers with one day spent with a person of choice

College Level Academic Internships

Designed to provide valuable life and career-related experience in a student's major field of study, this Maryland practice can also result in the student earning four credits. The instructors are the professionals in the world of work and the curriculum is the day-to-day operations, activities, and information/materials/people of the work setting.

"New Entry" Internship

Men desiring to explore alternative careers and related activities benefit from this Massachusetts practice. Arrangements are made for participants to intern in private and public organizations in Massachusetts.

"Re-entry" Internship

In another Massachusetts practice, women wanting to explore and expand career options are given volunteer internships or apprenticeships of their choices.

Two-Day Senior Internship

Kentucky junior and senior high students may elect to take three two-day, three-phase, non-paid experiences in a job area of choice. The phases are: pre-field orientation and research, the field experience, and follow up (project or sharing session and assistance with pre-field orientation of other students.)

Career Internship for Career Exploration

This New York intern practice is designed, with variations, to serve the need for exploration into business, professional, and government careers. Other uniquenesses include: use of a contract, an individualized "Career Menu" approach, and a preexploration group orientation (role playing and preliminary visit to "on the job" site, among other things).

Community Internships

Juniors and seniors attending a Connecticut high school may participate in a flexible career-related internship designed to achieve one or more of the following ends: application of classroom-learned skills to real-life situations, career exploration, and community service. This practice provides the student with several choices as a means for individualizing the experience--a wide variety of career/work areas, from two to twelve hours weekly, and the option of credit upon making application to a credit review board.

Career Internship for Career Exploration

This Kentucky high school practice provides interested juniors and seniors with community-based training and career exploration in the community for nine to thirty-six weeks. The students spend six hours weekly on a job site for career-related orientation, training, and exposure. Other details include: a weekly class session, no pay, and one credit awarded each semester.

SHADOWING/WORK EXPERIENCE EXPLORATION

Student goes to work with a social service organization or a business for one day each week for a semester (time may be more or less). (Vermont)

Variable Academic Credit for Career Related Work Experiences
This college-level practice enables a student to gain credit for work experience in an academic area in which he/she is interested. (New York)

Monthly Career Mini-Courses for Elementary Students
Groups of four to six students visit local businesses of interest on a monthly basis. One week before the visit, a study of the career area to be visited is made. Afterwards, the students write a one-page summary of the information gained and their impressions. (New Mexico)

Career Role Observation/Student Shadowing
This is a variable (1-3 day) practice. If three days are chosen, the focus of the third is upon education/training for the field. Emphasis is on both paid and nonpaid careers. The student is required to share his/her experience with the class. (Minnesota)

Summer Career Motivation/Exploration Activities
During an eight-week summer period funded by CETA, the fourteen to twenty year old students explore two career areas each two weeks for a total period of eight weeks. During the last two weeks, the student investigates in depth an area of particular interest. The explorations are all "hands on" contact experiences making use of the career center as focal point. (Indiana)

Exploration/Community Service
This is a high school course with a concentrated career focus. Student meet two hours each day for a full year (an alternative is to have fewer hours, less concentration). After six weeks in-class training, the students spend the remainder of the year gaining exploratory experience in three different social agencies. A journal of experiences, reactions, feelings, and interviews is required. (Indiana)

Tenth Grade Gifted & Talented Minority Students Explore Professional Careers
Lasting for one semester, the students first become acquainted with many possible advanced professional careers. Next, they participate in exploratory experiences in four areas of particular interest. Finally, they are assisted in identifying and securing education-related information and support services available for these career areas. (Indiana)

Professional Exploration by Gifted Tenth Graders

This activity sequence includes: (1) Seminars to provide occupational information, (2) exploration of a total of three advanced professions, and (3) return to the classroom for sharing and intellectualizing their experience. (Indiana)

Community Involvement

This is a personal development practice designed for high school students to receive new experiences through direct involvement in the community. Each participant may spend a minimum of four hours one day each week in a career within each of fourteen clusters. Students receive no pay and may earn up to ten credit in a school year. (New Jersey)

Workers for a Day

Based on expressed interest, high school students share the day-long experiences of workers on a one-to-one or small group basis. Instead of simply observing, they assist, whenever possible, the workers in the regular routine of their jobs. (Ohio)

Small Group Outdoor/Adventure Career Exploration

This activity is an outdoor workshop to facilitate life and career planning. Six to eight people spend two week-ends in the Missouri Ozarks dealing with their value orientation, problem-solving, and communication, among other topics. (Missouri)

Sharing with a Parent

In this Ohio practice for junior high schoolers, each student spends one day on the job with a parent. The emphasis is placed on research prior to the experience and then problems and rewards encountered by the parent in his/her job.

Student Observation Experiences

Planning begins in the fall. Whole classes go together on visits in January. Uniquenesses: (1) Teacher of the class goes for a one-day inservice activity at the company, followed by a session at the career media center. This is before teacher takes her students to the place of business. (2) Summer luncheon of teachers and company representatives review and evaluate the activities. (Ohio)

DUO

In this Vermont practice, students work from one-half day each week up to full-time, depending on their schedule, in a social service organization. Objectives of the experience are: to provide an opportunity for career exploration, to be of service to others, to develop students' abilities, and to learn what it is to work.

Hands On Experiences in the Technologies

A local college's chemistry advisory council sponsors this practice for high school sophomores and juniors. The purpose of the New Jersey practice is to help students explore chemistry-related career opportunities in the area.

Individualized Career Investigation: Project Involvement

A New York school's seniors may participate in this individualized practice for individuals planning to obtain extensive training beyond high school. The major purposes are to provide a community service and, at the same time, gain insight into contemplated careers.

Industrial Exploration Day

From Wisconsin, this one-day experience is for individuals seriously considering industrial occupations for a career choice. The day combines morning tours with afternoon Hands on Experience doing some job-related work.

Rotary Club-Sponsored Exploration Week

During a one-week period, each sophomore in a Tennessee high school spends one day exploring a job cluster of interest, the clusters selected by means of an earlier student interest survey. The practice is enhanced by the Rotary Club's many activities: Chaperoning, transporting, providing some meals, and making arrangements for each exploration site.

Specialized Career Days for Student Exploration

A Florida school district's students may indicate interest in an occupational area, be screened by an occupational specialist, receive a general orientation to the interest area and then be placed for an exploratory experience. The student selects within the organization to be visited three job areas for in-depth visitation and observation/exploration.

From Dreams to Reality

This is a career awareness/exploration practice for girl scouts ages 12 to 17. A total of eighty careers are represented in five areas--arts, out-of-doors, people, today and tomorrow, and well-being.

College-level Career Exploration

This is a time-variable (one-half to one day or more) career exploratory experience for students of a California college. The student, assisted by the career center, completes an interest survey, works out a contract, and is placed on a site.

Elementary Level Days of Involvement

A Florida private school designates this day to achieve twin purposes of becoming aware of (1) career choices open to them and (2) how their parents made such choice. After completing considerable classroom preparatory activities, each student decides upon one of several options for career-related involvement for the day: spending the day at work with parents or someone else, taking surveys of categories of work done by parents of other students in the class, or doing research on education/training and other details about certain careers of interest.

College-level Career-related Practicum

A Michigan college provides its students with career-related practicums varying from four weeks to six months for up to eight credits. This flexible practice designed to relate students' studies to practical experience, also involves the use of a faculty sponsor, a nonfaculty supervisor, and, in some instances, compensation.

Job Shadowing

This junior high school shadowing practice from Maine involves considerable preparation and follow up as part of an English unit taught in the career resource center. The day-long shadowing activity also includes preparation of a diary and evaluation by students and parent/workers.

EXCHANGE PRACTICES

Ten-Day Business Education Exchange

The participants visit a different business each day. (California)

One-Day Business Education Exchange

Selected teachers and counselors visit a business related to their teaching field. (Florida)

Trading Post

This practice is a vehicle for individuals to barter their life experience or craft or skill in exchange for gaining new knowledge from others. (Massachusetts)

Business and Education Exchange

A local California school district's secondary school personnel may learn more about the business world and business persons may learn more about the operations of the schools through this exchange practice begun by the local chamber of commerce. The time of each session is variable from company to company, but a generalized format is followed by all.

Parent-Student Swap Day

This California secondary practice jointly sponsored by the state-level organizations for the PTA and industry-education councils enables students to learn by observing in the community; the parents, in turn, learn by visiting the schools. Preplanning is done by a committee representing all involved parties and follow up/evaluation is conducted at a special dinner held for all participants.

MOBILE CAREER GUIDANCE

Career Mobile

Sponsored by the technical schools for the local high schools, this mobile unit includes the following: A/V presentations, small group discussions, and career counseling.

Careers in Motion

This ninth grade practice provides a mobile unit for rural schools. The unit doubles both as classroom and career resource center. Students are sequenced from simulated work experiences to hands on work experiences. (Idaho)

Moving Job Fair

This bus has sixty feet of displays, games, materials and slide-sound shows focusing on job opportunities in the local community. The bus remains at each school for one week during which time the displays may be either kept in the bus or removed for use in the classrooms. (Michigan)

A Career Day on Wheels

For intermediate grades, this practice is conducted on the last day of school. Numerous vehicles are parked at the site along with an individual working in a career using the vehicle. The individual discusses his job requirements, answer questions, and provides any other career-related information requested by his/her students. (Illinois)

Mobile Industrial Arts Lab

Elementary students in grades five and six examine wood-working tools and make things while learning how the tools relate to jobs. The lab stays at each school for nine weeks during which the teacher meets weekly with regular instructors in the school. (Washington)

R.E.A.L. Mobile

This is a means for acquainting teachers and students with careers in the fifteen clusters by means of a mobile unit which visits schools on a prearranged schedule. Displays changed four times during the year permit students to observe and experience career areas by means of activities and models. Upon request, classes may have printed materials to review as preparation for the mobile's visit. (Pennsylvania)

Supermarket Related Occupational Trailer

This practice is carried out in a mobile home which moves from school to school. Designed for disadvantaged students, this mobile unit provides entry level training in supermarket type jobs. (Kentucky)

Expo-Tech

This exhibit trailer provides high impact motivational experiences for minority students right at their schools. Students spend twenty minutes with participatory exhibits ranging from simple machines to electronic devices.

Plan Van

A Pennsylvania community college operates a mobile career development center to provide community residents and high school students with information about careers, job, and education. Two unique features are its services to area high schools and a two-hour small group activity on self and careers.

Career Awareness Mobile Unit

Intermediate grade students in an eleven-elementary-school California district are served by a mobile trailer emphasizing career awareness. By means of film strip/tape materials and twenty "hands on" job samples, the students gain awareness of and some knowledge about each of the fifteen USOE defined occupational clusters.

Careers on the Move

A Missouri community college is able to both publicize its career resource center and make resources available to students and other community members with this mobile activity. Essentially, it involves moving appropriate materials to high traffic areas on campus and in the community, such as shopping malls.

Community College Career Mobile

As a means for better serving the career-related needs of the community, a metropolitan area Virginia community college sends a mobile unit to high schools, shopping centers, and out-of-the-way places, such as senior centers and low-income areas. Among the many services are: testing, disseminating career information, counseling, and career planning assistance.

Career Wagon

A New York state utility company sponsors this mobile unit concentrating on the variety of jobs in the electricity and natural gas industries. Serving multiple schools in a district, the wagon contains photographic display units, equipment used in the careers presented, wall posters and publications, in addition to a teachers' manual for use in preparation/follow up activities.

PROFESSIONAL/INSERVICE

Teacher Shadow Program

By means of this inservice activity, classroom teachers may elect to shadow a community resource person for either one-half day or one-full day. The purpose of the activity is to establish good working relationships between the school and business community as well as providing the teacher with practical information related to his/her teaching areas. (Colorado)

Teacher-Resource Person Consultation Sessions

Subject area teachers meet with workers in the field related to their subject area to discuss appropriate applications in the classroom, changes needed in the curriculum, and other ideas for relating the classroom and the world of work. This practice is sponsored by a three-county industry-education-labor council. (Illinois)

Teacher Career Awareness Workshop

Each teacher goes with one company for a three-week period. During this time, he/she "holds" a minimum of ten jobs. (Cooperative effort of a chamber of commerce, public school system, and a university). (Ohio)

Teacher Exchange

A local industry education council sponsors this activity which affords teachers an opportunity to spend one day each week for a variable number fo weeks in a business, industrial or non-profit organization as a working member. In turn, the sponsoring community organization has the opportunity of sending one of its employees to the school to discuss its goal and employment opportunities, as well as its service to the community. (New York)

Businessman/Teacher Seminars

Volunteer Arizona business persons and teachers meet on selected topics to explore ways for infusing world of work realism and application into classrooms. This is followed by implementation sessions by the teacher and counselors and, later, by follow up discussions of the implementation with the business persons.

Career Alternatives in Business for Mid-Range Educators

A Minnesota school system and chamber of commerce cooperate in providing information and career-related services to educators being displaced due to declining budgets. Included among the services and activities are: workshops to develop job seeking skills and company identification of jobs suitable for educators skills.

Career Counseling by "Outside" Professionals

Educators are assisted in their career-related duties in this California practice involving a social worker, a vocational counselor, a juvenile probation officer, and a psychologist. Depending upon the type of activity, each of these individuals contributes: inservice training for career education team, recommending and arranging field trips, and assisting teachers with curriculum development.

Career Opportunities/Alternatives for Teachers

From Missouri, this practice involves a variety of activities focused upon helping education students find alternative career areas for which their training would be beneficial. Among the activities are presentations to basic education classes, providing tours of the career center and its resource material, exercises, etc. and interviewing alumni about the use of their education major in order to share with the students.

Teacher Career Awareness Seminar

Sponsored by the community council on careers, this seminar series provides teacher participants with the career composition and related information about the geographical area. The participants may earn either graduate credit or inservice credit for fifteen two and one-half hour visits to experience sits. (New York)

Exchange/Internship

This is a variable (one day to three weeks) practice for junior and senior high school staff members. The visit/observations last from one to five days coupled with the internships ranging from ten to twenty days. (Minnesota)

Summer Professional Internship

Virginia teachers achieve two major ends in this summer activity, gaining career-related information while earning credit and developing materials for a community resource file. They spend two weeks in this activity-centered practice occurring in community organizations.

Shadow/Intern Activity in Industry for University Professors

During the two-week activity, the professors are matched with a person working in a related field. (California)

Executive Exchange Program

School administrators team up with executive in industry, business, labor, or government for a typical day on the job in a non-education setting.

Six-Week Summer Personnel Exchange for Secondary Teachers

Each two weeks are spent in a company (three assignments in each company within the two-week period) with one day each week spent in class. (South Carolina)

Teacher For a Day

Teachers and scientists and engineers exchange positions for a day. (California)

Share-A-Work Day

Teachers go with business persons for one-half to one day into the business world. They are encouraged to bring their host back to the classroom for a day. The community action council pays for the substitute and arranges the exchange. (Michigan)

Business-Education Day (B-E Day)/Education - Business Day (E-B Day)

Inservice day for teachers to send one-half day in a business setting, including debriefing time. The reverse is E-B Day, where business individuals spend one-half day in the schools. (Minnesota)

Project Shadow

This Wisconsin inservice practice is sponsored by a local business and education coordinating council assisted by local Rotary Clubs. Held during the summer, it is designed to enable teacher-participants to shadow a business person for four to eight hours to gain a better understanding of the business visited.

Teacher Shadow Practice

This Colorado multi-district teacher practice with some community financial support is designed to achieve three objectives: Find out more about the community in general, to learn first-hand the actual procedures of a particular career, and to obtain materials and teaching applications. Teachers from elementary through postsecondary levels may elect to participate with a choice of either one-half or whole day experience.

Teacher Work Exposure

A local Arizona county practice enables a selected number of teachers to spend from eight to forty hours each spring working in a business or other organization relating to their teaching area(s). In addition to the exposure on the job, participants must file a learning plan, attend an inservice orientation, and, in the fall, share with other teachers their work experiences and activity plans arising from them.

One Day Symposium on Health Careers

Science/health educators in junior and senior high schools of a local Ohio district meet annually with individuals from the local medical academy in a symposium designed to provide pertinent job opportunity information for the health cluster. The day-long session is focused on different health-related areas each year.